



PHD

Exploring second language communicative competence

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Exploring Second Language Communicative Competence

Submitted by Cindy L. Gunn

For the degree of PhD
of the University of Bath

2001

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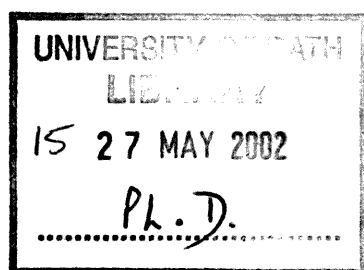
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Abstract

This study examines the theoretical construct of second and foreign language communicative competence presented by a number of researchers and the operational reality of putting the theoretical components into practice.

As both the teacher and researcher of this study, I have utilised Allwright's (1993) Exploratory Practice framework in an attempt to integrate research and pedagogy. Four pre-teen and teenage English as a Second Language (ESL) students, in an International School in Thailand, were responsible for leading six interviews, over a six-month period, with native speakers of English. The students interviewed the same native speaker five times, and concluded with a different native speaker for the sixth and final interview. The students then transcribed the taped oral interviews and discussed both the oral interviews and transcriptions with the teacher / researcher.

The tapes and transcripts of the students' oral performances with native speakers of English, in addition to the other data collected, provided a wealth of descriptive data. This qualitative data set was then analysed to help determine the challenges of educating for communicative competence, and to give insights about the development of communicative competence over time.

Acknowledgments

Becoming a student again has had a profound impact on my teaching (and my life) and has helped me to put into practice what I preach: making mistakes is not the end of the world and they are great learning tools. As I have gone through the writing and rewriting of my thesis, I have seen that, because I was a student, I made a number of mistakes, some of which I could self-correct, and some of which I could not correct without help. I wish, therefore, to offer my most sincere thanks to both my internal and external Ph.D. examiners, and to my advisor, Dr. Carol Morgan, for their wisdom and guidance. They have allowed me to solve this puzzle on my own, but have given me valuable clues when needed. Throughout this research, Dr. Morgan's enthusiasm never seemed to wane, which in turn instilled me with confidence and motivation, and the desire to learn more.

My appreciation goes to the students and interviewees at ISE for their participation in the oral interviews. Needless to say, I could not have collected my data without them! I also want to thank my friends, near and far, for their various forms of support and assistance, especially my mother and father-in-law, Doreen and Charles Raven.

To my family I owe a debt of gratitude. Ever since I can remember, both of my parents, but especially my mother, constantly reinforced, and modeled, that all goals are attainable if one works hard enough, and that giving up is not an option. Although

my mother, Mary Gunn, passed away in 1995, before I started this research, and my father, Allan Gunn, passed away in 1998 while I was right in the middle of it, their unfailing support and encouragement is still very much alive. I miss them both dearly, but I know that when I would find something in this thesis that I had previously overlooked, or an idea would come seemingly out of nowhere, that my mother was proof-reading and working with me. Thanks Mom.

My son, Joshua, who is now six, and my daughter, Alana, who is now three, are too young to know how much they mean to me, and how much they have helped me. Their presence in my life has kept me grounded and balanced. Being with both of my children, and watching them grow and learn, puts all things in perspective. In the final stages of writing this thesis, in the hours and hours I chose to take from my family, I often thought of Joshua's question, "Mummy, when are you going to finish your fairy tale of words?" Well, Joshua, here it is. This research, which has taken most of your life, and all of your sister's life, is finished.

Finally, this thesis is dedicated to my husband, John Raven. None of this would have been possible without his help and support, and the unconditional love we share.

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Chapter 1: Introduction

There is a well-known saying among teachers that the one way to really learn something is to try to teach it to others. The learner who becomes a teacher in turn becomes a better learner. With teaching comes a keener awareness of what one knows as well as of the many things one has yet to understand (Savignon, 1983: 279).

1.1 Impetus for this research

This research examines data collected through the implementation of a classroom teaching technique in an international school context which, through error analysis of students' transcriptions of their oral work, encourages the students to reflect on both their oral and written work. Allwright and Bailey ask, "Are errors really a problem, or are they an important part of learning itself?" (1991: 83). The position taken in this thesis is the latter: that errors are indeed an important part of learning. Leading on from this belief, I questioned whether or not a focus on errors would help raise the students' awareness of the target language (English) which in turn, could, ultimately help the students further their development of communicative competence.

Mitchell & Myles point out, "communicative competence [is] now generally accepted as the broad eventual target of L2 learning" (1998: 164). Harmer adds that, "knowing a language is not just a matter of having grammatical competence ... we also need to add communicative competence – that is the understanding of what language is

appropriate in certain situations" (1991: 18). In other words, in order to interact with native speakers of the target language, students need to know more than how to form grammatically correct sentences: they need to know how to gauge the appropriateness of what they are trying to say and what has been said to them.

Puzzling over why my students continued to make the same errors and how to utilise these errors to help further their language development, led to my research questions: (1) What can we learn about the challenges of educating for foreign language communicative competence? and (2) What can we learn about the development over time of foreign language communicative competence?

To answer these questions I engaged in Exploratory Practice (Allwright, 1993) and used an inductive approach following Strauss and Corbin's (1998) grounded theory methodology. My interest is in the potential of error analysis and reflection, by both the students themselves and the teacher, to inform pedagogical practice. This notion is supported by one of the central ideas of Exploratory Practice which is to use "pedagogic activities instead of research tools, rather than using research tools on top of the pedagogic ones" (Allwright, 2000, personal email communication). Strauss and Corbin's grounded theory allows for the categories of error to emerge from the data, which in turn allows me to unveil new revelations from this qualitative, rich data set, in order to add to the body of knowledge of the concept of communicative competence.

1.2 Personal reflections on language learning and teaching

My interest in this research topic as a whole stems from my experiences as both a language learner and language teacher. As Prabhu points out, "all teachers have been students in the past and draw, especially in the beginning of their teaching careers, on their memory of what their teachers did in the classroom and some interpretation of why" (1987: 104). My first attempt at learning a second language was high school French in the 1970s. Although I did not know it at the time, my teacher taught us in a very traditional way, which resulted in me becoming 'grammatically competent' but lacking in all other areas. We conjugated verbs, studied vocabulary lists, and very occasionally went to the language lab where we dutifully stuck headphones on and listened to someone reading passages from a French novel. As a teenager living in predominantly English-speaking Ontario, Canada, speaking French was not a priority for me at that time. I attended classes as I was required to do, and never really thought about communicating with anyone in French.

My next experience learning another language was when I moved to Japan to teach English. I was living in a small rural area in Japan, and although there were people who spoke English, the majority did not. I also found that I was illiterate due to the different writing systems. I discovered something about myself as a language learner while living in Japan: I could live with not being able to speak a foreign language, but I could not bear being unable to read. As a result, I concentrated on learning to read

hiragana and katakana and some kanji, although I relied heavily on furigana¹ for the more difficult kanji.

Due to my focus on reading, my communicative attempts often failed as a result of poor pronunciation. For example, in Japanese, every vowel sound is pronounced so that the borrowed English word cocoa, with its silent "a" in English is pronounced as "co - co - a" in Japanese. The word "koko" without the "a" means "here". The following dialogue and the resulting communication breakdown, leading to topic abandonment, occurred in a supermarket in Japan called *Fuji*. I wanted to buy some chocolate cocoa, but pronounced it as I would in English, not as it is pronounced in Japanese. The result was a reasonably grammatically correct question, that instead of asking "Where is the cocoa?" asked "Where is here?"

<i>Cindy</i>	<i>Where is here?</i>	<i>Koko wa doko desu ka?</i>
Shopkeeper	This is Fuji	Fuji desu.
<i>Cindy (very slowly and clearly)</i>	<i>Excuse me, where is here?</i>	<i>Sumimasen, koko wa doko desu ka?</i>
Shopkeeper (very slowly and clearly)	This is Fuji.	Fuji desu.
<i>Cindy</i>	<i>Thank you.</i>	<i>Arigato.</i>

When I told some of English-speaking Japanese friends about this incident, they very quickly realised what had happened and corrected my pronunciation. It was a non-

¹ Furigana is the practice of writing hiragana above kanji to help Japanese children to learn to read.

grammatical error that was easily fixed, but at the time it resulted in my having to leave the store without my cocoa. In this example, we can see that lacking pronunciation skills clearly led to a communication breakdown.

My experience as a language teacher included working both with adults and children for five years in Japan, three years in Turkey and three years in Thailand. As an EFL (English as a Foreign Language) teacher teaching adults in Japan, I was advised to focus on teaching communication as the students had spent at least six years learning grammar in school and did not need to learn any more. As an inexperienced teacher, I followed that advice, believing at that time, that grammar was static (so if my students had already been taught the rules there was little more I could do) but that communication was dynamic and constantly changing (Larsen-Freeman, 1997).

It did not take me long, however, to realise that my students did not really know how to use the grammar they had been taught. Many of the students' communicative efforts were riddled with grammatical errors, often to the point where I, as their teacher, could not understand them. Finding ways to reconcile grammar and communication became a focal point in my classes. To help the students see, or rather hear, the difficulties they were having, I modified Curran's (1976) Community Language Learning technique. The students recorded themselves speaking English and we listened to the tapes as a class and reviewed what was said. We worked on their grammatical errors as well as other kinds of errors, such as incorrect word choice. We also focused on the different linguistic codes of the two cultures. For

example, the Japanese language, with its emphasis on politeness, encourages students who do not understand, to ask, "Please, would you tell me what that word means?" or in the extreme case, "Please, would you be so kind as to tell me what that word means?" When giving commands, the students would often overuse the word "please" as in "Please open your books and please turn to page 10." This experience made me realise the importance of sociolinguistic competence by focusing on what was needed in particular situations.

I left classroom teaching to become a teacher trainer of Japanese teachers teaching English to children. It was in this capacity, as a teacher trainer, that I wrote my Master's thesis, a materials development project that focused on teaching grammar through communication². I used Larsen-Freeman's (1991) notion of, *defining the challenge* when teaching English grammar as a starting point for my grammar lessons. By *defining the challenge* Larsen-Freeman meant that it is the teacher's responsibility to look for the area that presents the most difficulty for the students, the actual form, meaning, or use, of the grammatical structure to be taught, and then to plan lessons that will effectively meet the challenge. In order to do this, I found I had to look at the language from the students' perspective. By thinking about what would present the most difficulty for the students, I became better prepared to answer any questions that the students might have. In addition to working with students' errors, this project raised both my own and the students' awareness of the English language.

²For more information see Gunn, 1997.

This experience started to raise questions for me regarding (language) awareness and its role in developing language competence.

I returned to classroom teaching when I left Japan and started teaching children in a private bilingual school, Koc Ozel Lisesi, in Turkey. These students were eleven and twelve years of age and most had never studied English before. They had to pass a very difficult, comprehensive Turkish exam to get into the school and the expectations from their parents were very high. Due to educational reforms in Turkey, students now start studying English in primary school, however, in 1993 when I started at Koc, the reforms were not yet in place. Koc, like most bilingual schools in Turkey at that time, offered an "Orta Prep"³ programme, which was one full school year devoted to teaching the students English. After the Orta Prep year, the majority of the classes, Mathematics, Science, English Literature, etc. were taught in English, by non-TESOL (Teaching English to Speakers of Other Languages) trained teachers, following an American curriculum.

Following on from my teaching and language learning experiences in Japan, and given the programme that the students would be going into a year later, my goal was to teach my students a solid understanding of English grammar combined with the knowledge of how to use that grammar conversationally. I did not want the focus of all my classes to be on grammatical accuracy and error correction without any regard

³Orta means "middle" in Turkish and Prep is short for preparation. Koc uses the American term "Middle School" for children aged 12 – 14.

to communication. I knew I would be more successful if I were able to promote the students' interest and get them involved in the learning process. I hoped focusing on and learning from the errors they themselves made in conversations would meet this goal. The students were paired and given conversation topics. The conversations were taped and occasionally transcribed. The interest level was generally high for these activities. As the students were all Turkish, generalisations could easily be made about the type of error that would probably be made and future lessons planned accordingly. Again here a focus on awareness seemed to constitute a part of the language competence I was trying to develop.

When I left Turkey and started teaching in an international school in Thailand, my students were no longer from one nationality or one age group. Students varying in age from 11 to 14, and language ability from beginner to advanced, were grouped together. In a class of eight students it was not unusual to have six nationalities represented. Working in pairs and learning from each other's mistakes was no longer as effective as it had previously been.

In Japan and Turkey the students heard more of their native language than English, but my students in Thailand left my classroom and went to another class where they were expected to speak English. The situation outside school was rather different as the students would hear a mixture of Thai, English and their own language depending on where they lived and where they went after school. In Japan and Turkey it had been easy to generalise, up to a point, what errors students would make and plan

lessons to help with those errors. In Thailand I was no longer working with just one nationality, so defining the challenge, as explained previously, became more difficult.

Awareness of language (in the guise of awareness of error) was an aspect of language competence I was trying to foster as I developed a particular type of teaching technique. As I came to realise that "theorizing, researching, and practicing are inseparable ingredients in the professional conduct of a language educator" (van Lier, 1996: 3), I began some informal action research as I worked through "the classroom problem of how best to teach" (Holliday 1994:162). I wanted to involve the students in authentic language situations, which would also give me the opportunity to help them with their errors. As an extra activity, done in class time but not part of the regular curriculum, I started getting the students to interview different native speakers of English. From this project, the students were able to analyse their grammatical errors, but were also given the opportunity to learn about other types of errors that hinder successful communication. Learning from native speakers of English other than myself was the element that was previously missing when I was teaching in Japan and Turkey. These student-led interviews became a focal point of our classes, and out of these lessons, the RITE Technique (Reflective Investigations of Transactional Errors) was developed.

What teachers do in their classrooms is naturally guided by their beliefs about teaching and learning. The development of the RITE Technique was based on my

adherence to the following three views of language learning outlined by Nunan (1999):

- learners learn by doing;
- learning is more successful if learners are able to contribute their own ideas, feelings and experiences;
- learning is more successful if learners are given opportunities to reflect and become aware of the processes underlying their own learning.

To summarise then, there were two new aspects of language competence which had featured in my own experiences: situatedness and awareness. Other aspects of language competence: grammatical, discourse, sociolinguistic and strategic, had all been present in my observations of language performance, but these were two new important features. Using the RITE technique brought these aspects to the foreground.

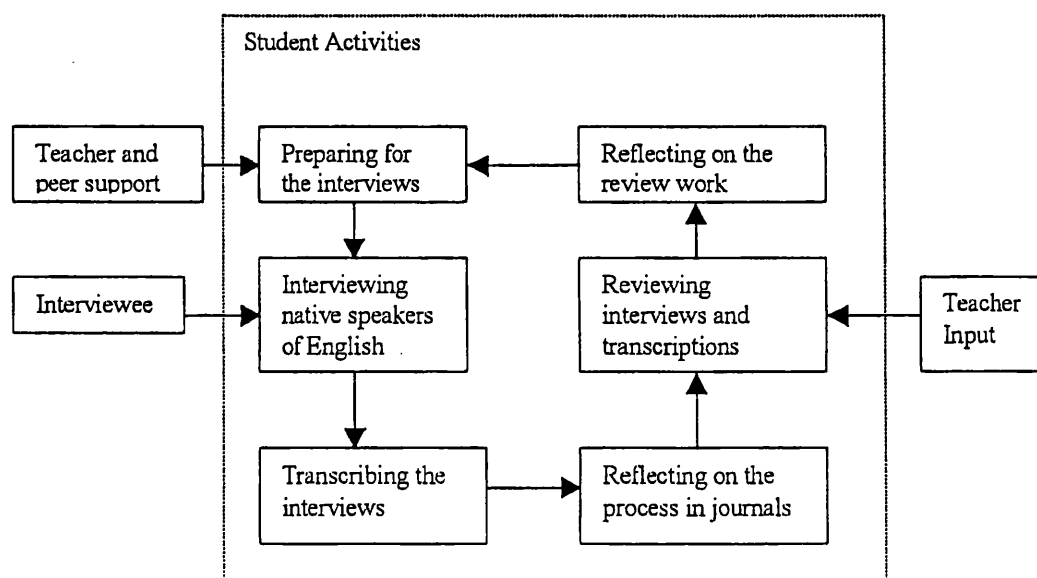
1.3 The RITE technique (Reflective Investigations of Transactional Errors)

The RITE technique is a student-centred active-learning approach to teaching ESL/EFL in which the students actively reflect upon oral transactions with native speakers of English. Figure 1.1 presents the core activities that the student engages in, individually and with others, during the course of the RITE technique. These activities were planned in advance and were repeated six times over a six month period for this research. In support of planned activities, Pica points out that:

numerous studies have found that to guide the learning process second language (L2) learners benefit from a variety of experiences. These range from direct instruction and correction of students to conversational communication. What the studies have shown, moreover, is that such experiences need to be offered, not randomly or eclectically, but rather, in a highly selective and principled way (2000: 2).

In this research, the students were given time during their regularly scheduled classes to carry out the activities involved in the RITE technique, except for the journal entries, which were usually assigned for homework.

Figure 1.1 The RITE technique process



The students are responsible for first writing appropriate interview questions and then interviewing native speakers of English on a number of occasions. The students prepare for and conduct the interviews working with the same interviewee for all

except the last interview. The themes of the interviews do not have to be the same for each student for every interview, although the first and last interview will generally have an introduction theme, as the final interview is with a different native speaker of English, for comparative purposes. The interviews are recorded on audio tape and the students transcribe the interviews after each one. The actual taped interviews and the transcriptions are all examined together with the teacher with errors thus being analysed by both the teacher and the students. The students make note of any errors in their journals and practise new vocabulary and structures orally. This on-going error analysis and feedback is used to encourage the students to view their own and others' errors as natural language learning tools and to help raise the students' awareness. The error analysis also grants opportunities to better understand language competence and to understand language competence over time.

The RITE technique reinforces the importance of using the target language for oral and written communication and focuses the students' attention on aspects of the language to be learned. The students prepare their questions ahead of time, but they do not know what the answers will be, allowing for opportunities to go beyond the question and answer format. However, it is up to the students to take advantage of expansion opportunities.

Whether or not to correct errors is not really an issue in language teaching any more as "almost all methods in fact advocate error correction" (Long 1991:39). The focus of most debates now is how and when to correct errors. The RITE technique offers a

variety of teaching approaches to cope with error, ranging from student self-discovery to overt error correction by the teacher, as I believe (as a teacher) that errors are things to be learned from, especially in an ESL class. I also agree with Hammerly (1991), that "the place to make SL errors is the classroom, where students can be directly helped so that they are unlikely to make them 'out there' in the 'real' world" (p. 85, italics in original). The transcription process also gives students the opportunity to look for, and correct, their own (and others') errors.

The RITE technique acknowledges that communication does not occur only through oral interactions - interacting with native speakers can occur in many different situations, either orally or through the written mode, but the focus is mainly on spoken language, although the written mode is also treated in a limited way. The students study written language in a formal sense through the use of letters of introduction, thank you notes, etc. Students are encouraged to view language "not as an object which is used, but as a part of communication - a living organism created by both speaker and hearer" (Tarone, 1983: 64). Written language is also created by the writer and the reader. The writer puts the words on paper, but it is the reader who brings the message to life by reading it and finding meaning in it.

Another area which is encouraged is the interactive aspect of communication. The students do not just write questions and wait for textbook answers, rather they must

become more active listeners in order to avoid situations like the one illustrated by the following example⁴:

Student:	What's the hottest month?
Interviewee:	I don't know.
Student:	How hot is it?
Interviewee:	I don't know.

The student did not listen to the first question's answer and just continued on with the practiced formula. This interactive competence is clearly an important part of communicative competence. A variety of opportunities were provided for the students to raise their awareness of this interactive aspect through both individual reflection and collaborative work with their teacher, to further develop their communicative competence.

1.4 The role of the RITE technique in this research

The RITE technique, as I have used it with my students, generated a huge amount of data which offered access to broader issues in language learning, particularly related to the kinds of errors the students made and how these errors relate to different theories of communicative competence. Plotting the students' development over a six month period allowed for insight into the learning processes that are taking place. In

⁴ This example was taken from work done with a student in the year before the data collection for this research. It is used with permission.

addition, my close analysis of the student-led interviews, representing actual performance, allowed for a fuller picture of the complexities of communicative competence not necessarily outlined in the neat compartmentalisation of conceptual theories of communicative competence. Conclusions can be drawn about the challenges for teaching communicative competence by looking at both the successful and unsuccessful aspects of the students' oral interviews, and the students' reflections upon, and discussions of, these aspects. This research then should benefit teachers, as well as allowing better understanding of communicative competence.

1.5 Thesis outline

The rest of this thesis will proceed as follows: The literature review, Chapters Two to Five, examines a number of theories of communicative competence; reviews second language teaching methodologies; and looks at the current second language teaching situation. Also included in these chapters is a review of the role of awareness, errors in second language learning and views on learner autonomy. Chapter Six is devoted to the choice of research method and the reasons for this choice. This section also examines the role of teacher and researcher and reviews the current literature surrounding this topic. Chapter Seven outlines how the data was collected. Chapters Eight and Nine then move to an analysis of the data collected over a six month period based on the work done with four pre-teen and teenage English as a second language (ESL) students and the RITE technique. These chapters are followed by a discussion of the findings as they relate to the various theories of communicative competence in

order to answer my research questions. Finally, I shall conclude with a review of the aims of Exploratory Practice research in order to discuss the implications of the findings and to make suggestions for further research areas.

Chapter 2: Communicative Competence

Collecting definitions of communicative competence is fun. Teachers, methodologists, and textbook writers have used the term in many interesting if confusing ways. Some use it assuredly, some tendentiously, others cautiously. Some still have trouble pronouncing it! (Savignon, 1983: 1)

2.1 Introduction

Over 20 years ago, in 1978, Widdowson warned that, "the term 'communicative competence' is now very much in fashion and for this reason alone it is as well to be wary of it: particularly since it does not always seem to be used in the same sense by different writers" (1978: 163). As Widdowson pointed out, with any new term introduced there are bound to be different interpretations by different writers and indeed the notion of communicative competence has been revised many times by many researchers. However, the importance of the concept, if not the actual term "communicative competence" itself, has survived through the years. A working definition of communicative competence offered by Mitchell is "a view which claims that the competent language user not only commands accurately the grammar and vocabulary of the chosen target language, but also knows how to use that linguistic knowledge appropriately in a range of social situations" (1994: 34). This is an adequate definition, but as with most things, there is much more than meets the eye when talking about communicative competence. We shall look now at the evolution of this important and widely used, but often misused and misunderstood term.

2.2 Early developments

Dell Hymes (1967, 1972), an American anthropologist, is usually credited with introducing the actual term "communicative competence" to the field of linguistics and language teaching (Berns, 1990). Hymes came to his definition of communicative competence in reaction to Chomsky's (1965) linguistic competence / linguistic performance distinction. At that time Chomsky stated that linguistic competence was the speaker / hearer's tacit knowledge of language structure while linguistic performance was the actual use of language in concrete situations. Chomsky summarised the assumptions of modern linguistics in the 1960s:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (1965: 3).

Hymes reacted to two aspects of Chomsky's theory. One was the "ideal speaker-listener" in the perfect world that Chomsky refers to. Hymes believed this to be, "a Garden of Eden view. Human life seems divided between grammatical competence, an ideal innately-derived sort of power, and performance, an exigency rather like the eating of the apple, thrusting the perfect speaker-hearer out into a fallen world" (1972: 272). Hymes also believed that the speaker of Chomsky's definition who was able to produce and understand any and all of the grammatical sentences of a

language, "would be likely to be institutionalised" (1972: 277). As Berns (1990) points out, Hymes' concern was with language use as a meaning-making activity and also with the fact that performance features such as memory limitation, etc. that Chomsky chose to leave out of the description quoted above, were essential in understanding real language situations.

The second area that Hymes strongly responded to was Chomsky's view of linguistic competence as equalling grammatical competence. Hymes pointed out that, "a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate" (1972:277). Children learn which words to use in different situations and how to keep a conversation going. These skills are a result of social experience and from this children find out that, "there are rules of use without which the rules of grammar would be useless" (Hymes, 1972: 278). These rules of use are also influenced by culture and context which need to be considered when describing language use.

Hymes' model of communicative competence "is dependent upon both (tacit) *knowledge* and (ability for) *use*" (1972: 282, emphasis in original). The ability to use knowledge of the target language manifests itself in communicative performances. Hymes' model allows for the fact that there is a wide variation in the ability to use language among learners of the target language and native speakers of the target language alike. In addition, Hymes (1972) suggested four parameters:

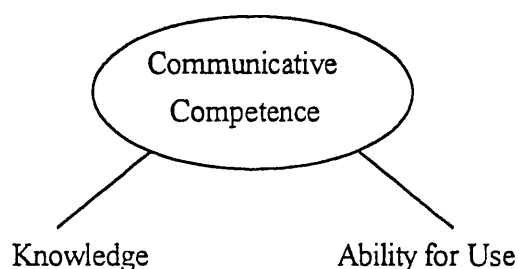
1. Whether (and to what degree) something is formally *possible*.
2. Whether (and to what degree) something is *feasible* in virtue of the means of implementation available.
3. Whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails.

However, Hymes concedes that knowledge of the four parameters alone does not lead to communicative competence, as "ability for use" also relates to factors such as motivation and interactional competencies such as composure.

Table 2.1 Chomsky's (1965) view of competence

<u>Linguistic Competence</u>	<u>Linguistic Performance</u>
<ul style="list-style-type: none"> tacit knowledge of language structure 	<ul style="list-style-type: none"> actual use of language in concrete situations

Figure 2.1 Hymes' (1967) view of communicative competence



2.3 Developments in the 1970s

Many researchers, either directly or indirectly, have investigated different aspects of communicative competence since the 1970s. For example, in 1974, Paulston, referring to Hymes, defined communicative competence in terms of the social rules of language use "rather than taking it to mean simply linguistic interaction in the target language" (Paulston, 1974: 347). She believed that communicative competence does not necessarily have to be the goal of every language programme as students may not be interested in interacting in the culture of the target language, especially in foreign language learning situations (as opposed to immersion programmes or second language programmes).

Paulston's view has been criticised by a number of researchers. Savignon cautions, "to define communicative competence *solely* in terms of sociolinguistic norms of a particular speech community seems too restricted a view" (1983: 26). Berns adds that Paulston's "view fails to take into account at least two additional aspects of language use: 1) the sociolinguistic conventions of written language (e.g., rhetorical structure), of which even those learners needing only reading skills must be aware, and 2) the likelihood of non-native to non-native speaker interaction, which may bring conflicting norms for appropriateness into play" (1990: 84). Paulston may be correct in saying that communicative competence need not be the goal for every student, however, as Savignon and Berns noted, students do need to be made aware of more

than just the social rules of language. They need a balance of all aspects of the target language.

Halliday, like Hymes, also reacted to Chomsky. Both these writers researched the importance of the meaning of language in social settings at the same time and acknowledged that they share some similar ideas. However, Halliday does not use the term communicative competence. Halliday states, "we don't try to draw a distinction between what is grammatical and what is acceptable...There is no need to bring in the question of what the speaker knows; the background to what he does is what he could do - a potential, which is objective, not a competence, which is subjective" (1978:38). In other words, according to Halliday, there is no need to separate rules of language, as outlined by Chomsky, from social context, as Hymes does with his *knowledge* and *ability for use* model of communicative competence.

Widdowson (1978, 1979) made considerable contributions to the development of the concept of communicative competence with his distinction between *language usage* and *use*. *Language usage* refers to linguistic skills and *language use* refers to communicative abilities of the students. His discourse-based approach emphasises teaching language through use. Widdowson summarises his reasons for this:

The evidence seems to be that learners who have acquired a good deal of knowledge of the usage of a particular language find themselves at a loss when they are confronted with actual instances of use. The teaching of usage does not appear to guarantee a knowledge of use. The teaching of use,

however, does seem to guarantee the learning of usage since the latter is represented as a necessary part of the former (1978: 19).

Although Widdowson advocated a movement away from focusing on grammatical correctness to emphasising appropriate use of the target language, he did not encourage abandoning grammar teaching altogether. For Widdowson, "the question is: how can the skills be taught, not as a self-sufficient achievement but as an aspect of communicative competence? How can skills be related to abilities, usage to use?" (1978: 67 -68).

Widdowson was not the only researcher looking at the idea of language being learned through use. Hatch, in her two 1978 seminal papers on language learning and interaction, encouraged looking at how the learning of L2 structure evolved out of communicative use as opposed to the other way around. She states:

It is assumed that one first learns how to manipulate structures, that one gradually builds up a repertoire of structures and then, somehow, learns how to put the structures to use in discourse. We would like to consider the possibility that just the reverse happens. One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed (Hatch, 1978: 404).

Pica (1994) points out that: "interest in language-learner interaction in general and negotiation in particular did not begin with Hatch....In a number of the incarnations that the communicative approach to teaching has taken, methodologists have made

the assumption that language learning takes place through interaction" (p. 495).

However, Hatch's view was unique in that she put forth the idea that interaction could account for linguistic and cognitive features of L2 learning as well as the social ones (Pica, 1995).

Follow-up research was done in the 1980s by Long, Pica, Gass, etc. focusing on one aspect of interaction which is now called *negotiation*. This term "has been used to characterise the modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (Pica, 1994: 494). This research into negotiation, specifically by Long, outlined strategies that students and their interlocutors use when communication problems arise, for example, clarification requests, confirmation checks, and comprehension checks. These strategies were considered to be part of communicative competence in the 1980s by various researchers.

To sum up the developments of communicative competence in the 1970s, many theorists, most notably Hymes, set about trying to enlarge Chomsky's concept of competence to include not only grammatical knowledge of the target language, but also aspects of the communicative uses of language in context. Yalden (1987) summarises Hymes' contribution:

Hymes' concept of communicative competence has proved particularly useful to applied linguists and to language teaching. It affects deeply notions of what

should or can be taught and what sort of preparation and responsibility the language teacher should have (p. 18).

Declarative knowledge of the target language was no longer considered to be the only goal of language teaching: it became an important part of teaching to include an equal balance of procedural knowledge. That is not to say that some teachers were not already aware of this and putting these ideas into practice prior to the 1970s, but rather that there was no expectation that they should.

2.4 Developments in the 1980s

Canale and Swain's 1980 theory of communicative competence is, according to Brown (2000), "now the reference point for virtually all discussions of communicative competence vis-a-vis second language teaching" (p. 246). Canale and Swain suggested that students need to be taught grammar (grammatical competence), the knowledge of the rules of language use (sociolinguistic competence) and a number of communication strategies to employ when their message is not being understood (strategic competence). The notion of discourse competence, maintaining coherence over a series of sentences, was offered by Canale alone in 1983, but is often included with the original 1980 model by many people. As Brown (2000) points out, grammatical and discourse competence represent the linguistic system, and, sociolinguistic and strategic competence represent the functional aspects of communication (p. 247).

Figure 2.2 Canale and Swain's (1980) original model of communicative competence

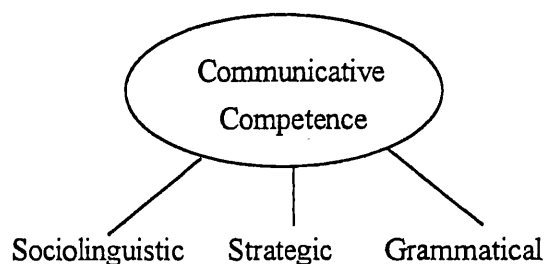
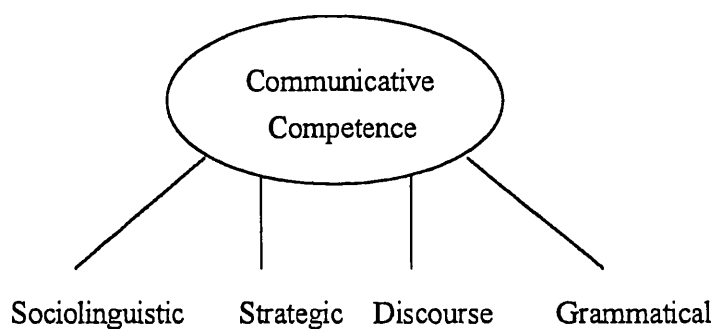


Figure 2.3 Canale's (1983) revised model of communicative competence



2.5 An analysis of Canale and Swain's four competences

Canale and Swain (1980, 1983) elaborated upon Hymes' definition with the introduction of their model of communicative competence. One major difference, however, is that Canale and Swain believed a distinction existed between communicative performance (later called "actual communication" by Canale in 1983), and communicative competence and as such, does not address the issue of "ability for use" that Hymes talked about. Performance is what the student actually does in communicative situations, and communicative competence is "the underlying

systems of knowledge and skill required for communication" (Canale, 1983: 5).

Canale (1983) explained that communication:

- A. is a form of social interaction, and is therefore normally acquired and used in social interaction;
- B. involves a high degree of unpredictability and creativity in form and message;
- C. takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;
- D. is carried out under limiting psychological and other conditions such as memory constraints, fatigue and other distractions;
- E. always has a purpose (for example, to establish social relations, to persuade, or to promise);
- F. involves authentic, as opposed to textbook-contrived language; and
- G. is judged as successful or not on the basis of actual outcomes (Canale, 1983: 3– 4).

Although Canale and Swain's framework was a major advance at the time it was introduced, it has, nonetheless, been criticised by other researchers because it does not deal explicitly with the "ability for use" in communicative situations as outlined by Hymes (McNamara, 1995), nor does it explain how the components are related to one another. In his later 1983 paper, Canale discusses this point.

The question of how these components interact with one another (or with other factors involved in actual communication) has been largely ignored here; that is, this theoretical framework is not a model of communicative competence, where model implies some specification of the manner and order

in which the components interact and in which the various competencies are normally acquired (Canale, 1983: 12).

The lack of a description of how the components interacted with one another was a problematic area of their model and was left to be researched by others (Yalden, 1987). Regardless of the problems and shortcomings of this model, it must be acknowledged that it was a major advance at the time it was introduced and the four competencies have been embraced and elaborated upon by other researchers. We shall now look at Canale and Swain's four competencies in more detail from a variety of perspectives before looking at how the model has been adapted and used by other researchers.

2.5.1 Grammatical competence

It has been argued that grammatical competence is not a necessary element in being able to communicate: the most important thing is getting one's meaning across (for example, Krashen⁵, 1982, Krashen and Terrell, 1983). However, students who are not given any grammar instruction, where the emphasis is on getting one's meaning across, have been shown to experience problems communicating with native speakers. In addition, these students' knowledge and correct usage of grammar rarely goes beyond the rudimentary level. As Widdowson (1978) points out, "communicative abilities embrace linguistic skills but not the reverse" (p. 67). The

⁵ Krashen's theories will be discussed in Chapter 3.

problem remains though that students who have spent years learning grammar and vocabulary are still often not able to speak fluently in the target language. As Johnson (2001) points out, "the world is full of people who know a great deal *about* English, but who find it difficult to create a sentence in the language" (p. 104, italics in original). The inability to speak after years of studying grammar clearly leaves both students and teachers frustrated. As Swain points out, "in other words, it would seem that negotiating meaning - coming to a communicative consensus- is a necessary first step to grammatical acquisition. It paves the way for future exchanges, where, because the message is understood, the learner is free to pay attention to form" (Swain, 1985: 248). The answer, then, seems to lie in some sort of compromise.

2.5.2 Sociolinguistic competence

Sociolinguistic competence occurs when the student uses, and understands, both an appropriate meaning and form for a given social situation. According to Fraser, Rintell & Walters (1980), "everyone learning a second language recognises that such a study involves more than just acquiring the sounds, the grammar, and the new vocabulary. It requires as well the ability to use the language effectively in a new social setting" (p. 75). Tarone (1981) states that, "sociolinguistic competence assumes the existence of a linguistic system which is shared by both interlocutors and focuses on the appropriate usage of stylistic variants of this rule system based on a shared knowledge of social norm" (p. 64). For example: a student greets a teacher by saying, "How's it going, old man?" Although this form may be suitable when talking to

friends, this is generally not a socially acceptable way to talk to teachers. In the same vein, Tanaka (1997) states, "often, violations of the sociocultural rules of speaking are interpreted by native speakers as simply "bad manners" (p. 16). In their original 1980 paper Canale and Swain noted that understanding sociolinguistics is a challenge for many students as they must learn two sets of rules: sociocultural rules of use and rules of discourse (Canale and Swain, 1980). It is useful to note that in Canale's revised 1983 paper he decided to separate the two to make a fourth competence, discourse competence.

2.5.3 Strategic competence

In their original 1980 paper, Canale and Swain defined strategic competence as, "verbal and non-verbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (1980:30). This implied that when a student is able to acknowledge that there is communication breakdown and tries alternative ways to make themselves understood, for example miming a word or action, using other appropriate non-verbal signals, etc. they were developing strategic competence. However, this first definition seemed to be deficient as Tarone (1983) points out, "communication strategies are used to compensate for some lack in the linguistic system, and focus on exploring alternative ways of using what one does know for the transmissions of a message" (p. 64). Canale later revised the first definition to include, "mastery of verbal and non-verbal strategies both a) to compensate for breakdowns in communication due to

insufficient competence or to performance limitations and b) to enhance the rhetorical effect of utterances" (1983:339). This idea is further elaborated by Brown (1994) to include "the way we manipulate language in order to meet communicative goals" (p. 228) which suggests written as well as oral communication.

The inclusion of strategic competence sparked a variety of definitions by various researchers. Most agreed with Oxford (1990) that, "strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 3), but many could not agree on terms or definitions. Communication versus learning strategies were the cause of much debate. Selinker (1972) separated communication strategies from learning strategies, whereas Tarone, Bialystok and Kellerman and other researchers did not. Oxford and Crookall (1989) outlined seven terms being used by various researchers in the 1980s to describe learning strategies. The terms are:

- Cognitive Strategies: skills that involve manipulation or transformation of the language in some direct way.
- Memory Strategies: techniques specifically tailored to help the learner store new information in memory and retrieve it later.
- Compensation Strategies: behaviours used to compensate for missing knowledge of some kind.
- Communication Strategies: typically taken to mean only those compensation strategies used while speaking; however, communication occurs in the three other language skill areas (reading, listening, and

writing) as well in speaking, so the popular term communication strategies is a misnomer.

- Metacognitive Strategies: behaviours used for centering, arranging, planning, and evaluating one's learning. These "beyond-the-cognitive" strategies are used to provide "executive control" over the learning process.
- Affective Strategies: techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to language learning.
- Social Strategies: actions involving other people in the language learning process. Examples are questioning, co-operating with peers, and developing empathy (p. 404).

As Allwright points out, "all these categories fail to make the basic distinction between the forms strategies take and the purposes for which they are used"

Allwright, 2000, Ph.D. report). When students employ a strategy we can not know for certain their reasons for doing so. Allwright uses the example of asking for repetition.

We may assume that the student did not fully understand something whereas the student may indeed be using the repetition request as a delaying tactic while he/she thinks of what to say next, or how to answer the question.

Another research issue to do with strategic competence was whether or not students should be taught communication strategies (CSs). Bialystok and Kellerman (1987) suggested that strategies, "transfer easily and naturally across the learner's languages and hence do not need to be taught" (p. 172). To support their claim that strategies do not need to be taught, Bialystok and Kellerman (1987) report on a study by Faerch

and Kasper which tested the effects of directly teaching communication strategies. Their results showed no improvement in strategy use by the students involved in the study. Gillette (1994) suggests that the students' motivation is a possible reason for this. She states:

Vygotskian psycholinguistic theory, with its claim that the initial motive for engaging in an activity is what determines its outcome, provides a useful framework for explaining why it may be so difficult to teach positive language learning strategies to ineffective language learners, and why the isolated use of positive language learning strategies on the part of ineffective language learners rarely leads to success (p. 212).

Dömyei (1995) does not agree with Bialystok and Kellerman and others who argue that strategies do not need to be taught because students have developed strategies in their first language. He feels that this "argument is based on a narrow interpretation of teaching, namely that of passing on new information, whereas in the L2 literature, teaching is often used in a broader sense" (p. 63). He goes on further to say, "a broader interpretation of teaching would involve the following six (interrelated) procedures, all relevant to strategy training" (p. 63). The six procedures are:

- Raising learner awareness about the nature and communicative potential of Communication Strategies (CSs).
- Encouraging students to be willing to take risks and use CSs.
- Providing L2 models of the use of certain CSs.
- Highlighting cross-cultural differences in CS use.
- Teaching CSs directly.
- Providing opportunities for practice in strategy use (p. 63 -64).

Dörnyei (1995) found in his study, "the possibility of developing the quality and quantity of learners' use of at least some communication strategies through focused instruction" (p. 55). It appears then, that students can in fact benefit, albeit in a limited fashion, from being taught communication strategies.

2.5.4 Discourse competence

Discourse competence occurs when the students are able to combine grammatical forms and meanings in a variety of different modes, whether written or oral, for an extended period. Canale (1983) states that, "unity of a text is achieved through *cohesion* in form and *coherence* in meaning" (p.9) Discourse cohesion is "the overt relationship between propositions expressed through sentences" (Widdowson, 1978). A basic example of cohesion is when a student can use pronouns correctly across a sequence of sentences. Instead of saying: "My teacher's name is Mr. Smith. Mr. Smith is from Canada. Mr. Smith likes apples.", the student knows to replace Mr. Smith with "he". "My teacher's name is Mr. Smith. He is from Canada. He likes apples."

Canale explains that discourse coherence, "refers to the relationships among the different meaning in a text, where these meanings may be literal meanings, communicative functions, and attitudes." (Canale, 1983: 9) Kramsch, while acknowledging that discourse cohesion is important, feels that understanding

discourse coherence is a "much more crucial issue . . . which requires entering temporarily someone else's frame of reference and following the cultural logic of their conversation" (1986: 370). Widdowson's 1978 example for discourse coherence demonstrates this view:

A: That's the telephone.
B: I'm in the bath.
A: OK

There appears to be no coherence here, but by looking closely it can be seen that A is requesting B to answer the telephone. B gives an explanation why he/she cannot answer the phone. A then acknowledges that reason.

The four components of Canale and Swain's model of communicative competence have "undergone some modifications over the years" (Brown, 2000: 248). We shall now look at other research into the concept of communicative competence done in the 1980s where, in some cases Canale and Swain's components have been used and further developed, and in other cases their model has been completely reworked.

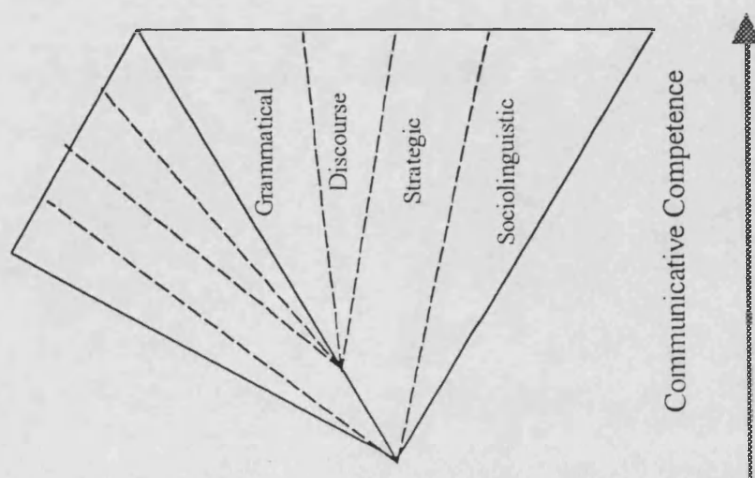
2.6 Other developments in the 1980s

Savignon re-interpreted and expanded upon Hymes' work in 1972 and then again in 1983 reworked her interactional approach to language teaching. Her approach incorporated the competencies from the 1980, 1983 theoretical models of Canale and

Swain. Savignon, like Canale and Swain, also distinguished between competence and performance. According to Savignon, "the performance of a person in any one context reflects, moreover, the *interaction* between that person's competence, the competence of others, and the nature of the event itself as it unfolds" (1983:12, emphasis in original). Savignon emphasised that there was no hierarchical relationship between the four competencies and that students do not move from one competency to another "as one strings pearls on a necklace" (Savignon, 1983:45).

Figure 2.4 is Savignon's representation of the components of communicative competence. Sociolinguistic and strategic competence are nearest to the line marking communicative competence as Savignon believes that "a measure of sociolinguistic competence and strategic competence allows a measure of communicative competence even before the acquisition of any grammatical competence" (1983: 45). She gives examples of students communicating through gestures and facial expressions to get their meaning across.

Figure 2.4 The components of communicative competence (Savignon, 1983:46)



Savignon also outlines the characteristics of communicative competence as follows:

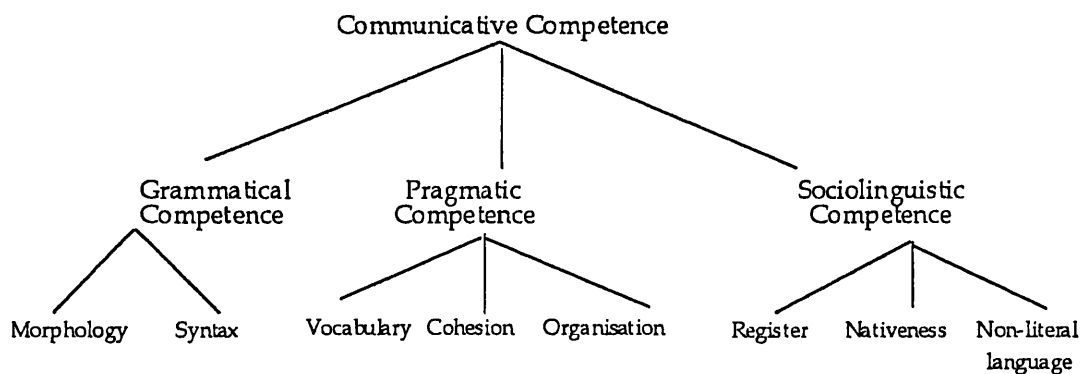
1. It is a *dynamic* rather than static concept. It depends on the negotiation of meaning involving interaction between two or more persons who share to some degree the same symbolic system.
2. It applies to *both written and spoken language, as well as to many other symbolic systems*.
3. It is *context specific*. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind. It requires making appropriate choices of *register* and *style* in terms of the situation and the other participants.
4. There is a theoretical difference between *competence* and *performance*. Competence is defined as a *presumed underlying ability*, and performance as the *overt manifestation* of that ability. Competence is what one *knows*. Performance is what one *does*. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.
5. Communicative competence is *relative*, not absolute, and depends on the co-operation of all the participants involved. It makes sense, then, to speak of *degrees* of communicative competence (Savignon, 1983: 8-9, emphasis in original).

Savignon's model was an attempt to "take theory another step closer to the classroom" (Yalden, 1987: 21). Her diagram and explanation stress the importance of

the interactive nature of communicative competence and the interaction between the components. However, in a language classroom where grades must be assigned in most situations, the fact that communicative competence is seen to be relative does not obviously link it to being gradable (Allwright, Ph.D. report, 2000) and raises the issue of how to assess communicative competence in a language classroom.

In 1982 Bachman and Palmer pushed the limits of Canale and Swain's framework further: they conducted a study to "examine the construct validity of some tests of the components of communicative competence and of a hypothesised model" (p. 449). Their hypothesised model consisted of three main components, grammatical competence, pragmatic competence and sociolinguistic competence. Grammatical competence included morphology and syntax, pragmatic competence included vocabulary, cohesion and organisation, and sociolinguistic competence included register, nativeness and non-literal language. The results of the study "suggest that the components of what they called grammatical and pragmatic competence are closely associated with each other, while the components they described as sociolinguistic competence are distinct" (Bachman, 1990: 86). Savignon defines pragmatics as "an interdisciplinary field of inquiry concerned with relations between linguistic units, speakers, and extralinguistic facts; roles and uses of language in social contexts" (1983: 308) and sociolinguistics as "taking into account the roles of the participants, the setting, and the purpose of the interaction" (p. 309). Her definitions support Bachman and Palmer's findings that pragmatics is aligned with grammar but sociolinguistics is a separate entity.

Figure 2.5 Bachman and Palmer's 1982 model of communicative competence
(p. 451)



In 1985 Larsen-Freeman and Celce-Murcia, instead of redefining the term, communicative competence, presented a model of looking at all aspects of language to help teachers help their students develop communicative competence. Their model does not necessarily extend the breadth of Canale and Swain's model, but emphasises the interactive influences of one competence on another. They state that,

all languages consist of three interacting dimensions: form/structure, meaning/semantics and function/pragmatics, or the use of language in a context. As such, any language teaching which takes students' communicative competence as its goal must address all three regardless of the syllabus type or textbook used (1988: 6).

To illustrate the interconnectedness of the three dimensions and their effect on one another they used a pie chart as shown in figure 2.6.

Figure 2.6 Larsen-Freeman and Celce-Murcia's pie chart

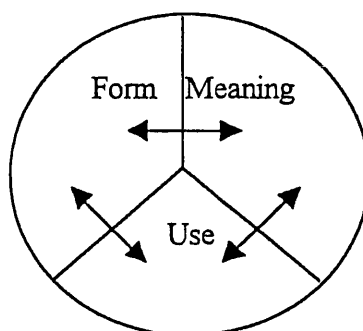
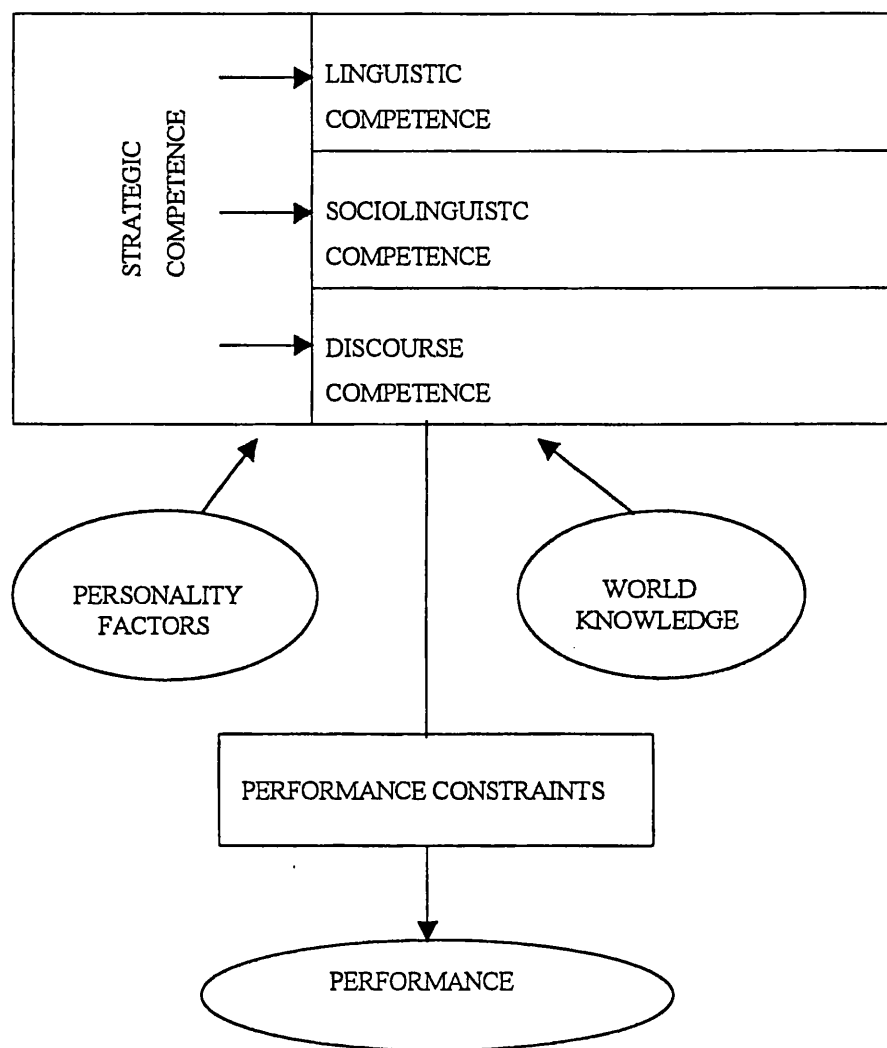


Figure 2.7 illustrates Trosborg's 1986 adaptation of the Canale and Swain model. Her diagram supports her belief that:

as language does not exist in a vacuum, world knowledge is crucial. Factors relating to personality and volition are also important. Hence **PERSONALITY FACTORS** and **WORLD KNOWLEDGE** are part of the framework proposed for communicative competence (1986:12, emphasis in original).

For Trosborg, "the extended definition of language proficiency in terms of communicative competence bears significant implications for communication in the foreign language classroom, as it compels us to see classroom interaction in a new light" (1986: 13). I believe Trosborg's new dimensions, personality factors, world knowledge, and performance constraints, broaden Canale and Swain's (1980, 1983) original theoretical components.

Figure 2.7 Trosborg's depiction of communicative competence (1986: 10)

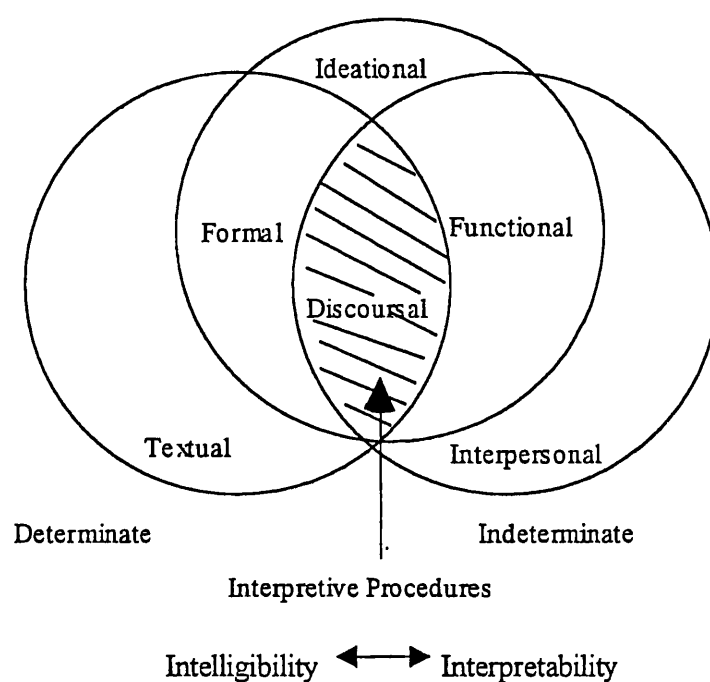


In 1986 Candlin challenged Canale and Swain's model by revealing its failure to include an interactive, responsive dimension. Referring to the four competencies, Candlin argued that,

while admittedly offering a more delicate ethnographic map for the classification of utterances, [they] do not enhance our understanding of communicative capacity. They do not because they offer no explanation of which aspects are used in particular circumstances and how they are drawn upon in the process of making meanings (1986: 41).

According to Candlin (1986), communication is interactive and co-operative with interlocutors working together to create meaning. Candlin's model is based on a Hallidayan view of language as potential that incorporates text, ideation and interpersonality. The textual world encompasses linguistics (grammar, phonology, lexis and kinesics), the ideational world encompasses semantics (notions, concepts and logical relationships) and the interpersonal world encompasses pragmatics (events/activity-types, sequenced acts, 'rules' and implicatures). The model "is intended to make explicit that communicative competence is a matter both of knowledge (the three worlds) and ability" (Candlin, 1986:44, underlining in original). The students' capacity to interpret what is happening and act on their interpretations is an important variable that Candlin felt was missing in other models of communicative competence, although this aspect was included in Trosborg's model which was also published in 1986.

Figure 2.8 Candlin's Hallidayan model of communicative competence
(1986: 43)



To sum up, we can see that through the 1980s, on a conceptual level, a focus on interaction between the components of communicative competence was an important issue. On an operational level researchers were looking at ways of helping teachers incorporate communicative competence into second language classrooms. Although there was general acceptance of the importance of communicative competence in language teaching and learning, there was still no one definitive theory of communicative competence by the end of the 1980s. Some researchers, for example Savignon and Trosborg accepted, but at the same time adapted, Canale and Swain's model. Other researchers focused on different aspects of communicative competence. For example Bachman and Palmer included grammatical, sociolinguistic and

pragmatic competence, but did not include strategic or discourse competence.

Candlin offered a model that focused on the interaction between the participants and redefined the components of communicative competence.

2.7 Developments in the 1990s

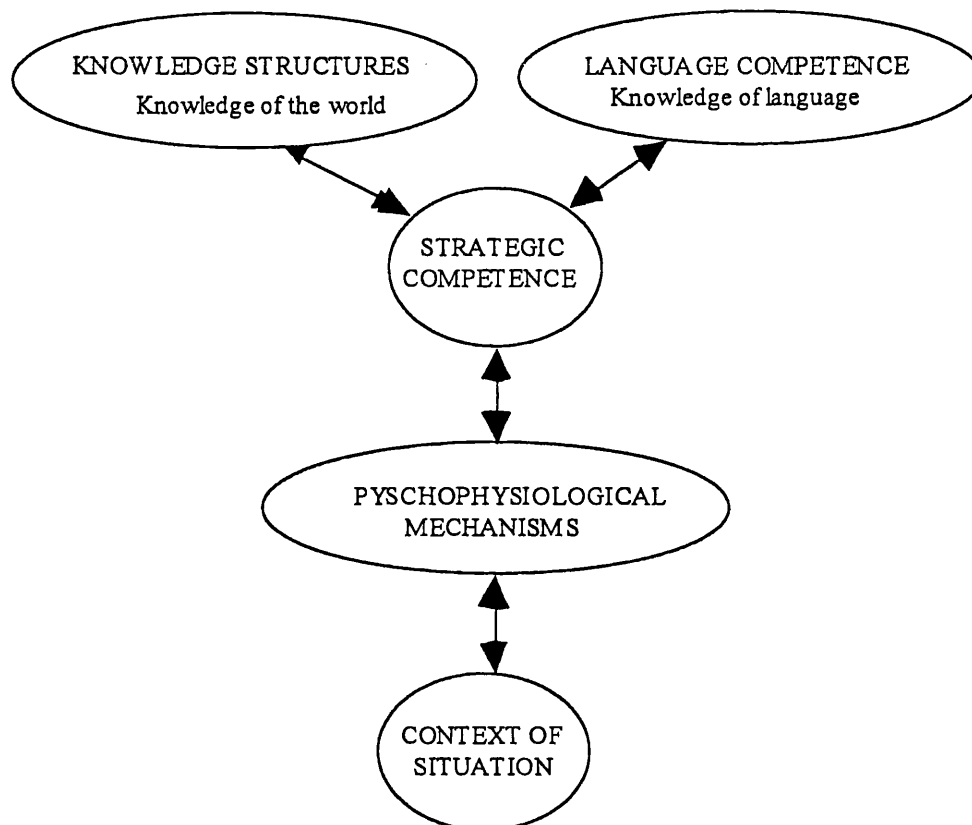
In 1990 Bachman offered another model, partly in answer to Candlin's (1986) call for, "a coming together of organised knowledge structures with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions" (1986:40). Bachman does not use the term communicative competence, but rather talks of communicative language ability (CLA). CLA consists of knowledge of structures, language competence, strategic competence and psychophysiological mechanisms, and thus at first glance appears fairly similar to Canale and Swain's model. He summarises his model as follows:

Communicative language ability consists of language competence, strategic competence and psychophysiological mechanisms. Language competence includes organisational competence, which consists of grammatical and textual competence, and pragmatic competence, which consists of illocutionary and sociolinguistic competence. Strategic competence is seen as the capacity that relates language competence, or knowledge of language, to the language user's knowledge structures and the features of the context in which communication takes place. Strategic competence performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal. Psychophysiological mechanisms involved

in language use characterise the channel (sensory, visual) and mode (receptive, productive) in which competence is implemented (1990:107-108).

In formulating his 1990 model, Bachman acknowledges the contributions of Hymes, Canale and Swain, etc., but believes that his framework "extends earlier models, in that it attempts to characterise the processes by which the various components interact with each other and with the context in which language use occurs" (Bachman, 1990: 81). Thus with the addition of the interactiveness dimension of the component of CLA, which is also what Larsen-Freeman and Celce-Murcia looked for, Bachman's model makes significant additions to Canale and Swain's model. In addition, Bachman believes that the strategies people employ play a very big part in becoming an effective communicator. As Brown (1994) points out, for Bachman "strategic competence almost serves an executive function of making the final decision among many possible options, on working, phrasing, and other productive and receptive means for negotiating meaning" (p. 229). As figure 2.5 illustrates, Bachman separates language competence from other general skills required for language use, but both language and strategic competence contribute to overall communicative language ability.

Figure 2.9 **Components of communicative language ability in communicative language use (Bachman, 1990: 85)**



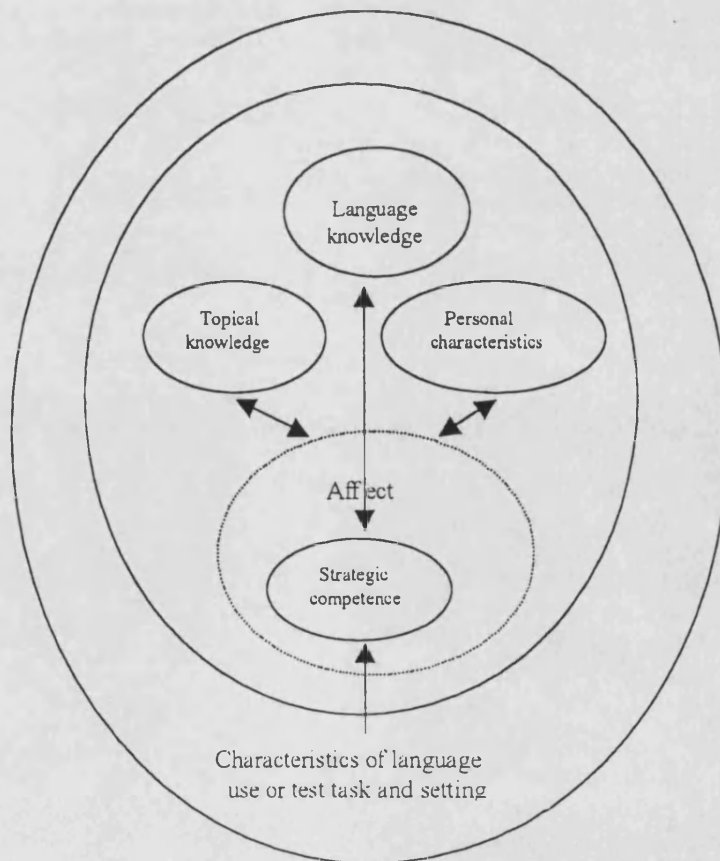
Bachman and Palmer (1996) offered another model of language ability based on Bachman's 1990 model stemming from their desire to design and develop useful language tests. As they state, "if we are to make inferences about language ability on the basis of performance on language tests, we need to define this ability in sufficiently precise terms to distinguish it from other individual characteristics that can affect test performance" (Bachman and Palmer 1996: 66). In order to gain a better

understanding of what constitutes a fair test, Bachman and Palmer (1996) suggest we should look first at language use. As they point out:

Language use involves complex and multiple interactions among the various individual characteristics of language user, on the one hand, and between these characteristics and the characteristics of the language use or testing situation, on the other. Because of the complexity of these interactions, we believe that language ability must be considered within an interactional framework of language use (1996: 62).

As with Bachman's original 1990 model, interaction is once again emphasised.

Figure 2.10 Some components of language use and language test performances
(Bachman and Palmer, 1996: 63)



According to Bachman and Palmer, metacognitive strategies (which they also refer to as strategic competence) "can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities" (1996: 70). As shown in table 2.2, they offer three general categories of metacognitive strategy use: goal setting, assessment and planning. As outlined in table 2.3, language knowledge is made up of two parts: 1) organisational knowledge, which further consists of grammatical knowledge and textual knowledge, and 2) pragmatic knowledge, which consists of functional knowledge and sociolinguistic knowledge.

Table 2.2 **Bachman and Palmer's areas of metacognitive strategy use**
(1996: 71)

<p>Goal setting (deciding what one is going to do)</p> <p>Identifying the test tasks</p> <p>Choosing one or more tasks from a set of possible tasks (sometimes by default, if only one task is understandable)</p> <p>Assessment (taking stock of what is needed, what one has to work with, and how well one has done)</p> <p>Assessing the characteristics of the test task to determine the desirability and feasibility of successfully completing it and what is needed to complete it</p> <p>Assessing our own knowledge (topical, language) components to see if relevant areas of knowledge are available for successfully completing the test task</p> <p>Assessing the correctness or appropriateness of the response to the test task</p> <p>Planning (deciding how to use what one has)</p> <p>Selecting elements from the areas of topical knowledge and language knowledge for successfully completing the test task</p> <p>Formulating one or more plans for implementing these elements in a response to the test task</p> <p>Selecting one plan for initial implementation as a response to the test task</p>

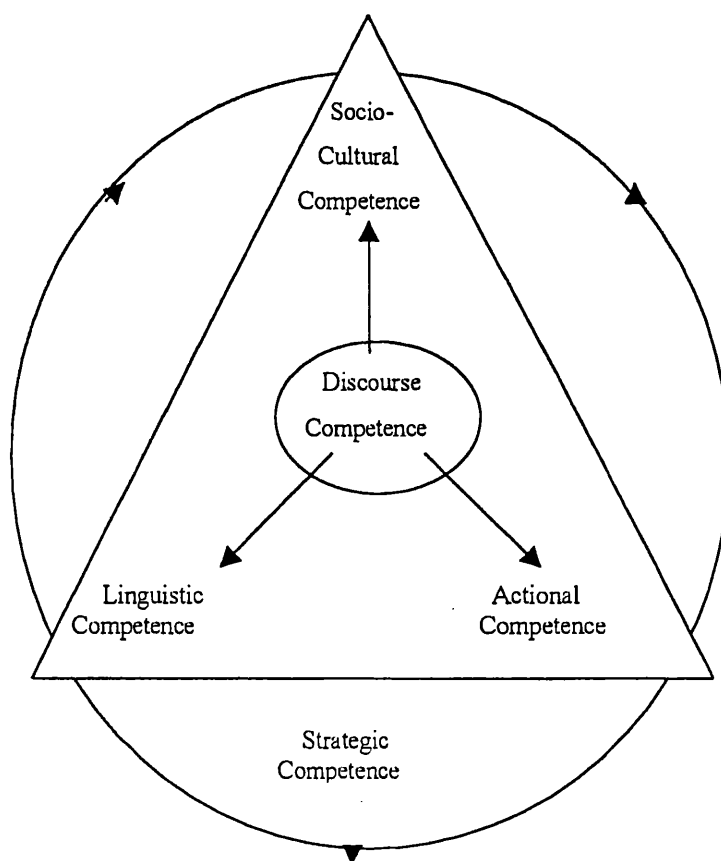
Table 2.3 Bachman and Palmer's areas of language knowledge (1996: 68)

<p>Organizational knowledge (how utterances or sentences and texts are organized)</p> <ul style="list-style-type: none"> Grammatical knowledge (how individual utterances or sentences are organized) knowledge of vocabulary knowledge of syntax knowledge of phonology/graphology Textual knowledge (how utterances or sentences are organized to form texts) knowledge of cohesion knowledge of rhetorical or conversational organization.) <p>Pragmatic knowledge (how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting)</p> <ul style="list-style-type: none"> Functional knowledge (how utterances or sentences and texts are related to the communicative goals of language users) knowledge of ideational functions knowledge of manipulative functions knowledge of heuristic functions knowledge of imaginative functions Sociolinguistic knowledge (how utterances or sentences and texts are related to features of the language use setting) knowledge of dialects/varieties knowledge of registers knowledge of natural or idiomatic expressions knowledge of cultural references and figures of speech
--

In 1995, Celce-Murcia, Dörnyei, & Thurrell presented a five component model consisting of discourse competence as the core, linking to linguistic, actional, sociocultural, and encompassed by strategic competence. They acknowledge the influence of Canale and Swain's model but view their model "as a refinement and

extension of Canale and Swain's earlier construct" (Celce-Murcia, Dörnyei, & Thurrell, 1997: 144). They formed their model in an attempt to take the notion of communicative competence out of the hands of researchers and put it into the hands of classroom teachers by offering a "pedagogically motivated framework". In another article in 1997, referring to their 1995 model, Celce-Murcia, Dörnyei, & Thurrell explain that the new model was "intended to serve as a fairly comprehensive checklist of language points as well as a content base in syllabus design that practitioners can refer to" (Celce-Murcia, Dörnyei, & Thurrell, 1997: 144).

Figure 2.11 Celce-Murcia, Dörnyei, & Thurrell's schematic representation of communicative competence (1995: 10).



Celce-Murcia, Dörnyei, & Thurrell compare their proposed model to both Canale and Swain's 1980, 1983 models and Bachman and Palmer's 1996 model, which in 1995 had obviously not yet been published. Celce-Murcia, Dörnyei, & Thurrell had been fortunate enough to view Bachman and Palmer's 1996 model while it was in preparation, and thus were able to comment on it for their 1995 article.

Celce-Murcia, Dörnyei, & Thurrell, like Bachman and Palmer, have further elaborated on the notion of sociolinguistics. Referring to Hymes' reaction to Chomsky, Celce-Murcia, Dörnyei, & Thurrell note that "originally the sociolinguistic dimension of language proficiency was associated with everything that was missing from linguistic competence" (1995: 10). By separating strategic competence, and later discourse competence, from sociolinguistic competence, Canale and Swain had begun the process of redefining the scope of sociolinguistics. Bachman and Palmer also talk of sociolinguistic knowledge but place it, along with functional knowledge of the language, under the umbrella of pragmatic knowledge which they define as the ability to "create or interpret discourse by relating utterances or sentences and texts to their meanings, to the intentions of language users, and to relevant characteristics of the language use setting" (1996: 69). Bachman and Palmer define sociolinguistic knowledge as the ability to "create or interpret language that is appropriate to a particular language use setting" (1996: 70). For Bachman and Palmer, it appears that their narrower definition of sociolinguistic knowledge has been influenced by

Malinowski's notion of "context of situation", whereas the broader definition of pragmatics has been influenced by Firth's definition of "context of situation" ⁶.

Celce-Murcia, Dörnyei, & Thurrell do not have a separate component for pragmatic competence and use the term sociocultural rather than sociolinguistic competence. They define sociocultural competence as "the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use" (1995: 23). Celce-Murcia, Dörnyei, & Thurrell's category of actional competence, defined as "competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech acts sets)" (Celce-Murcia, Dörnyei, & Thurrell, 1995: 17) is similar to Bachman and Palmer's category of "functional knowledge". Bachman and Palmer define "functional knowledge" (which Bachman called "illocutionary competence" in 1990) as the ability to "interpret relationships between utterances or sentences and texts and the intentions of language users" (Bachman and Palmer, 1996: 69). Celce-Murcia, Dörnyei, & Thurrell consider actional competence to be a category that stands alone, separate from sociocultural competence. In addition they note that, unlike Bachman and Palmer's functional knowledge, actional competence is "mainly restricted to oral communication" (Celce-Murcia, Dörnyei, & Thurrell, 1996: 18-19).

⁶ The concept of context of situation is discussed in more detail in Chapter Four.

2.8 Summary

This chapter has outlined that on a theoretical level, since the 1970s, a number of different terms have been used by a number of researchers to describe the components of communicative competence. Table 2.4 summarises the components of communicative competence presented in Canale and Swain's 1980 model, Canale's 1983 refinement of the original 1980 model, Savignon's 1983 model, Trosborg's 1986 model, Celce-Murcia, Dörnyei, & Thurrell, 1995 model and Bachman and Palmer's 1996 model. Table 2.5 presents some of the factors influencing the students' development of communicative competence.

Table 2.4 Components of communicative competence presented in selected models reviewed in this thesis

Component	Researcher(s)
Grammatical competence	Canale and Swain, 1980, Savignon, 1983, Trosborg, 1986
Language knowledge	Bachman and Plamer, 1996
Linguistic competence	Celce-Murcia, Dörnyei, & Thurrell, 1995
Sociolinguistic competence	Canale and Swain, 1980, Savignon, 1983, Trosborg, 1986
Socio-cultural competence	Celce-Murcia, Dörnyei, & Thurrell, 1995
Strategic competence	Canale and Swain, 1980, Savignon, 1983, Trosborg, 1986, Bachman and Palmer,

	1996, Celce-Murcia, Dörnyei, & Thurrell, 1995
Discourse competence	Canale, 1983, Savignon, 1983, Trosborg, 1986, Celce-Murcia, Dörnyei, & Thurrell, 1995
Actional competence	Celce-Murcia, Dörnyei, & Thurrell. 1995

Table 2.5 Contextual factors / features which may have a direct bearing on the development of communicative competence

Influence	Researcher(s)
Interaction between interlocutors	Savignon, 1983
Personality factors	Trosborg, 1986
Personal characteristics	Bachman and Palmer, 1996
World Knowledge	Trosborg, 1986
Topical Knowledge	Bachman and Palmer, 1996
Context	Savignon, 1983
Characteristics of test	Bachman and Palmer, 1996
Performance constraints	Trosborg, 1986
Affect	Bachman and Palmer, 1996

On a practical, pedagogical level, there is general agreement on the importance of helping our students develop communicative competence. As Trosborg points out, "a reformulation of the objective of second language teaching in terms of communicative competence represents an enrichment in the sense that it implies an expansion of what is traditionally understood by proficiency in a language" (1986:

12). New approaches to teaching were developed to put the theory of communicative competence into classroom practice, with some being better received than others, highlighting Savignon's observation that, "the course of second-language teaching methodology has never run smooth" (1983: 9). Chapter Three will now review some of the teaching methodologies in the second language learning field that have developed in parallel, but not necessarily in synergy, with the developments in theory.

Chapter 3: Second Language Teaching Methods

Methods are notoriously difficult to pin down. Method may imply a particular syllabus content (for example, a selection and arrangement of structures or functions); or it may involve certain set classroom practices (as with the Silent Way), or both. Any one method may have a variety of manifestations, some of which may be barely distinguishable from the methods they are to be contrasted with (Beretta & Davies, 1987:146).

3.1 Introduction

The intention of this chapter is to examine a variety of language teaching methods that have been introduced. Although, as Nunan points out, there was a time when "it was felt that somewhere or other there was a method which would work for all learners in all contexts" (1991: 228), there is general agreement now that no one method is suitable for all learners in all contexts. In this chapter I shall be evaluating a number of methods from my personal experience, as both a learner and a teacher, while also taking into account other critiques that have been voiced.

3.2 Grammar Translation Method

One of the earliest known methods in language teaching, the Grammar Translation Method (GTM), also known as the Classical Method, focuses on learning grammar and vocabulary, usually through reading and writing exercises, with the first language used extensively, as students work through translation exercises. GTM, however,

does not offer students many opportunities to work on oral fluency in any depth and as Brown (2000) points out, "it does nothing to enhance a student's communicative ability in the language" (p. 16). However, for students who are interested in learning a language for the appreciation of foreign literature or for academic reasons GTM, with its emphasis on grammatical competence, is very useful. In high school, when I was a beginner in French we spent the bulk of our classes conjugating verbs and memorising vocabulary lists. In the more advanced classes we were expected to read French novels, but all our discussions about them were in English. I am, to this day, not at all confident speaking French.

3.3 The Direct Method and the Audiolingual Method

During the 1950s, the ability to be able to communicate in the target language increasingly became a goal for many students. To help accommodate this goal, two new methods emerged, the Direct Method and the Audiolingual Method (ALM). The Direct Method differs significantly from the Grammar Translation Method in that, although all four skills receive attention, oral communication takes precedence over reading, writing and grammar study. Furthermore, there is no use of the students' first language in a Direct Method class (Brown, 2000: 45). Students are given many opportunities to practise in the target language, generally through teacher-directed activities, with the teacher expected to model correct speech and work on students' pronunciation from the beginning. Although the Direct Method is still used in some language learning environments, for example in the Berlitz School of Languages,

throughout the world, it has been criticized for weak theoretical foundations and is not widely used outside of private language learning institutions (Brown, 2000).

The Audiolingual Method (ALM) was influenced by B.F. Skinner's (1957) research on conditioning and his proposal that language, like any other skill, could be learned through repeated actions. Language was viewed as a set of patterns to be memorised and as a result, in ALM, drill and practice exercises were used extensively. The goal was for students, through memorised patterns, to be able to use the language without stopping to think about it. ALM was first introduced by the American Military during World War II, a time when it was extremely important that the users of the target language be able to communicate orally with native-like fluency. The success rate of ALM, at that time, was very high, as the people were chosen after a series of tests showed that they had a high aptitude for learning languages, and were undoubtedly very motivated to succeed.

Classroom teachers outside the military language programmes employing ALM, however, did not see their students achieving the same success rate. As Allwright and Bailey (1991) report, "learners were not only bored by the repetitious drills that occupied so much of their time, but were not really learning any more than they ever had" (p. 7). In addition, "the patterned responses they taught did not take into account the fact that there are an infinite variety of creative ways of saying things and of responding to spoken dialogue" (Meyers, 1993: 27). One of my teachers in Japan was a true ALM proponent. I have several set phrases that I shall never forget in Japanese,

but I can remember the frustration I felt when I used these phrases in Japan only to find that if the person answering me deviated from the set pattern of response our communication broke down.

Student and teacher dissatisfaction with ALM, combined with Chomsky's (1959) critique of Skinner's behaviourist ideas, led researchers and teachers away from ALM and away from imitative learning methods in general. As Chomsky says, "it seems to me impossible to accept the view that linguistic behaviour is a matter of habit, that is slowly acquired by reinforcement, association, and generalisation... Language is not a 'habit structure'" (1971: 153). Chomsky's transformational generative grammar model of linguistics "demonstrated that there were aspects of the child's emerging linguistic system which could simply not be accounted for in terms of stimulus-response psychology" (Nunan, 1991: 232). For example, children often use forms that are not used by adults so they could not have learned them through imitation as Skinner had proposed.

3.4 The Cognitive Code Approach

Chomsky and cognitive psychologists, such as Ausubel (1968) and Kelly (1959), challenged the idea of learning a language by forming a set of habits resulting in a shift away from dialogues and drill and practice exercises in the language learning classroom. Chomsky believed that the developments occurring within linguistics and

psychology in the 1970s could have some potential effect on the teaching of language. He summarises these developments under four main headings:

- the 'creative' aspect of language use;
- the abstractness of linguistic representation;
- the universality of underlying linguistic structure;
- the role of intrinsic organisation in cognitive processes (Chomsky, 1971: 155 - 156).

The Cognitive Code Approach supports the idea that students need to be more involved in the learning process and learn better when material is related to something they already know or understand, that students do indeed bring background knowledge to the classroom. Nunan (1991) points out in cognitive code learning, "new knowledge should always be linked to prior knowledge" (p. 233). Ausubel (1968) called the strategy for the linking process of prior to new knowledge, *advance organisers*. Students are also encouraged to take responsibility for their own learning and to hypothesise about the language, following Kelly's (1959) theory that "learning involves learners making their own sense of information or events" (Williams and Burden, 1997: 27). Creative rule formation was encouraged through inductive exercises, although deductive exercises were used when needed.

In the Cognitive Code Approach, learning is viewed as a two-way process, with the learner able to act on the environment, and not to remain a "passive recipient of outside stimuli" (Nunan, 1991: 232) as the behaviourist view suggests. As Nunan

summarises, "the emphasis at all times should be on language learning as an active, intelligent, rule-seeking, problem-solving process in which learners are encouraged to reflect upon and discuss the way the target language operates" (1991: 233). The Cognitive Approach, perhaps due to its attention to rule-formation, never "gained the prominence or pervasiveness of audio-lingualism" (Nunan, 1991: 232). However, some of its basic tenets, for example, creating meaningful learning for students in a student-centred approach, were subsumed in later approaches.

3.5 The Silent Way

In the 1960s, Caleb Gattegno introduced a language teaching methodology called the Silent Way. At that time, the Silent Way and Gattegno's views on language were, according to Blair, "quite remote from the mainstream of American linguistic thought" (1982: 9). In the Silent Way, students work together to solve language problems, while "the teacher – a stimulator but not a hand-holder – is silent much of the time" (Brown, 2000: 106). One of the key concepts of the Silent Way is to *subordinate teaching to learning*.

I was taught one lesson in Hindi using the Silent Way by Caleb Gattegno's wife, Shakti, in 1991. She used Cuisinere rods, small coloured rods of various lengths normally associated with the Silent Way, to teach us prepositions. Before this class, I did not know one word of Hindi and as such was a rank beginner student. I found, however, that I could easily follow along with this lesson. Even though Shakti spoke

very little, she constantly demonstrated with the rods to reinforce, confirm, or correct, what the students were trying to say. She told us that her focus was on helping us learn prepositions, but it was up to us to let her know what prepositions we wanted to learn by using the rods. Although Allwright and Bailey (1991) point out that the teacher's silence in the Silent Way can be a cause for anxiety for some learners, I did not experience any. However, it was just one lesson and I was learning Hindi for the experience of Silent Way, not really for the language itself. Two of the most important things I have incorporated in my teaching from the Silent Way are, one, to become less talkative in my classes, and two, although I am still responsible for planning the focus of the lesson, to give my students a chance to let me know what they want or need to work on in each lesson, or in other words, to subordinate teaching to learning.

3.6 Total Physical Response (TPR)

James Asher first introduced a method called Total Physical Response (TPR) in the 1960s. TPR is a fun approach to learning a second language and it is based on students following a series of commands given by the teacher. Asher explains the theory behind his approach as follows:

The first step in learning another language is to internalize the code of that language. You will internalize the code in the same way you assimilated your native language, which was through commands. ... Research suggests that many of the utterances directed to you when you were a baby – perhaps half

of what you heard – was in the form of commands such as "Don't spit up on my blouse!" "Give Mommy a big kiss!" ... So what I am saying is that, as an infant, you probably deciphered and internalized the code of your first language in a chain of situations in which people manipulated and directed your behaviour through commands (1982: 54 – 55).

In the early stages of TPR, the emphasis is on listening comprehension. The teacher gives the commands and demonstrates them at the same time. The students show their understanding by, for example, touching their toes or walking to the left side of the room, etc. As students progress through the TPR programme, they are then in charge of giving the commands to other students. Lightbown and Spada point out that TPR gives beginners a good start to learning the target language and that "it allows them [the students] to build up a considerable knowledge of the language without feeling the nervousness that often accompanies the first attempts to speak the new language" (1999: 130). Krashen also reports that "not only are students who have been trained through total physical response better, they are apparently a lot better. In one study they did in 32 hours what the standard students did in 150 hours – that is, five times faster. They do about equally well in reading, writing, and speaking, and far better in listening comprehension" (1982b: 28). In spite of this impressive progress, I have not seen many classroom teachers exclusively employing TPR, although many teachers, myself included, do incorporate TPR activities into their classes to practise giving and following commands (Brown, 2000).

3.7 Community Language Learning

In the 1970s, Humanistic Theory, based on Carl Roger's work in psychology in the 1950s and 1960s, was the impetus for Curran's Community Language Learning (CLL) (Brown, 2000: 104). CLL encourages student-centred, student-initiated learning with the teacher's role as facilitator or counsellor. In CLL grammar, vocabulary, pronunciation and other aspects of the target language are dealt with as they appear in student-led discussions. Curran explains that, "the actual methodology was devised so as to create relationships with the language counselor which enabled the client to grow linguistically from a state of dependency, insecurity, and inadequacy to an increasingly independent, self-directed, and responsible use of one or more foreign languages" (1982: 122). Table 3.1 outlines Curran's five stages of the methodology designed to move the student from dependence to independence.

Table 3.1 Outline of stages in language counselor-client relationship from counselor dependency to independence (Curran, 1982: 123).

STAGE 1
1. The client is completely dependent on the language counselor.
2. First, he expresses only to the counselor and <i>in English</i> what he wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.
3. The counselor then reflects these ideas back to the client in <i>the foreign language</i> in a warm accepting tone, in simple language in phrases of five or six words.
4. The client turns to the group and presents his ideas in <i>the foreign language</i> . He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

<p style="text-align: center;">STAGE 2</p> <ol style="list-style-type: none"> 1. Same as above. 2. The client turns and begins to speak <i>the foreign language</i> directly to the group. 3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.
<p style="text-align: center;">STAGE 3</p> <ol style="list-style-type: none"> 1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases. 2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.
<p style="text-align: center;">STAGE 4</p> <ol style="list-style-type: none"> 1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding. 2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.
<p style="text-align: center;">STAGE 5</p> <ol style="list-style-type: none"> 1. Same as stage 4. 2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions. 3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

I have had two experiences with CLL. In both cases I was in stage 1 as outlined above. In these classes, all the students said something in English, one at a time, and then the teacher translated it into the target language. The student then repeated what the teacher had said on audiotape. After all the students had had a chance to speak, the tape was transcribed on the board. The first time I was in a classroom where I was

learning Swahili. The teacher was a native speaker of Swahili and fluent in English as well. All the other students were native speakers of English. To keep the conversation going in a natural way we used both vocabulary and grammatical structures that were well beyond our beginner Swahili level. The teacher was able to translate quickly and accurately for us, but the resulting transcription process was quite frustrating for me as so many new elements were introduced at once.

The second time I was in a CLL classroom was when I was learning Japanese. The teacher was not a native speaker of Japanese and had difficulties translating what the students had said. We found that when we transcribed the tape on the board much of what we had been told to say was not actually correct. The teacher was constantly apologising and I once again found myself getting frustrated. In both of these examples I was a beginner student and obviously not ready for advanced free conversation. I do, however, believe that students can learn a lot from their own work and I have had success incorporating some of the CLL concepts into my own classes.

3.8 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT), which is also known as the Communicative Approach, was also introduced in the 1970s. CLT, however, has no "monolithic identity" (Li, 1998: 678) and means many things to different people. For some, the name suggests focusing on communication and paying little or no attention to grammar and structures. As Mitchell points out, in CLT,

the most obvious 'problem issue' is the question of grammar. It is clear that in some contexts, versions of the 'communicative approach' are producing learners who can still do little more than reproduce unanalysed global phrases, and have not yet internalised a creative language system (i.e., a grammar), which will allow them to produce original utterances correctly in situations of open and unpredictable target language use (1994: 40).

Hammerly echoes these sentiments with his observation that "when communication is emphasized early in a language program, linguistic accuracy suffers and linguistic competence doesn't develop much beyond the point needed for the bare transmission of messages" (1991: 10). To rectify this, researchers such as Celce-Murcia, Larsen-Freeman and Savignon and others, called for reforms in the 1990s and suggested changes to improve the pedagogical treatment of linguistic forms in CLT to reinstate the concept of grammatical competence as an important part of the learning process in CLT (Celce-Murcia, Dörnyei & Thurrell, 1997).

Hammerly advocates fluency, but also maintains that, "communication is most effective when it is grammatical, when the attention of the listener is not drawn away from the message to linguistic errors" (Hammerly, 1991:44). In reaction to the "tension between the desirability of communicative use of the FL in the classroom, on the one hand, and the felt need for a linguistic focus on language learning, on the other" (Long 1991:41), CLT encourages teachers and students to pay attention to all aspects of language learning: reading, writing, listening, speaking, form and meaning, while at the same time maintaining a balance between fluency and accuracy. These

aspects all come under the umbrella term 'competence'. Stevick gives his reasons for emphasising both accuracy and fluency in language classrooms:

Nowadays we realise that the picture is not so simple as we used to think. For one thing, 'competence' is not two-dimensional like the grooves in a clay table, and what a learner practices is the mobilisation of competence, not just the repetition of performance. For another, fluency depends at least as much on emotional factors as on amount of practice, and too much insistence on accuracy can erode this essential foundation of fluency. In summary, no one (I hope!) suggests that either accuracy or fluency be abandoned in favour of the other. The question about maintaining accuracy is not 'whether'; it is 'when' - and 'how' (1994: 106, parentheses and quotes in original).

Celce-Murcia, Dörnyei & Thurrell point out one of the important concepts behind CLT is that it "highlights the primary goal of language instruction, namely, to go beyond the teaching of the discrete elements, rules, and patterns of the target language and to develop the learner's ability to take part in spontaneous and meaningful communication in different contexts, with different people, on different topics, for different purposes; that is, to develop the learner's communicative competence" (1997: 149). Brown believes that, "CLT is best understood as an approach, not a method" (2000: 266) and suggests that the following four interconnected characteristics define CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (Brown, 2000: 266 – 267).

Berns (1990), like Brown, refers to CLT as an approach. She explains that it is different from other approaches to language teaching in several ways in that, "it has evolved into a basis for culturally and socially responsive language teaching that does not dictate or prescribe a syllabus type or teaching methodology" (p. 103). She believes CLT can best be understood and implemented in classrooms in terms of the following 8 points:

1. Language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognised and accepted as part of language development and use in second language learners and users as it is with first language learners.
3. A learner's competence is considered in relative, not in absolute, terms of correctness.

4. More than one variety of a language is recognised as a viable model for learning and teaching.
5. Culture is recognised as playing an instrumental role in shaping speakers' communicative competence, both in their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognised as serving the ideational, the interpersonal, and the textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes in all phases of learning (Berns, 1990: 105 –106).

Morrow (1981) suggests that for activities to be truly communicative there must be an information gap, choice, and feedback for the learners. He considers an information gap to be one of the most important aspects, as he points out, "in real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the other(s). The purpose of the communication is to bridge this information gap" (Morrow, 1981: 62, parentheses in original). Without an information gap component, activities would be subject to the same criticism as the questions and answer routines in the Direct Method.

Morrow stresses that, "another crucial characteristic of communication is that the participants have choice, both in terms of what they will say and, more particularly, how they will say it" (1981: 62). This underscores the importance of both meaning and form in CLT. Which form a student chooses to use in a given situation can alter the meaning of what he or she wants to say and the impact it will have on the listener.

This is also where the importance of feedback can be seen. As Morrow points out, "when two speakers take part in an interaction, there is normally an aim of some kind in their minds" (1981: 63). If a student uses an inappropriate form or vocabulary word their meaning may be misconstrued by the listener and the aim of the conversation will not be met, unless the student has some strategies or tactics available to him or her to repair the situation.

Allwright (1976) and Holliday (1994) suggest that there are two types of CLT: weak and strong. According to Holliday (1994), the weak version of CLT focuses on language practice and is based on the principles outlined by Berns and Morrow above. The strong version is rather different in that it places more emphasis on learning about language in discourse and solving language problems. Holliday explains the differences between the two versions:

Whereas in the weak version the term 'communicative' relates more to students communicating with the teacher and with each other to practise the language forms which have been presented, in the strong version 'communicative' relates more to the way in which the student communicates with the text (1994: 171).

The two versions of CLT result in different classroom activities. According to Holliday, the weak version is based on a more traditional lesson format of presentation, practice and production and is not easily adaptable to any social situation. In contrast, the strong version, with its emphasis on presenting tasks "which

are carefully designed to pose language problems, and which, when solved, will help the student to unlock the text" (Holliday, 1994: 171) is much more sensitive to culture and can be adapted to other situations. Another difference is that in the weak version of CLT, activities are usually done in pairs or in groups. In the strong version, Holliday states that, "as long as individual students are communicating with rich text and producing useful hypotheses about the language, what they are doing is communicative" (1994: 172).

I have incorporated many of the principles of both the weak and strong forms of CLT in my classes throughout the years as I have tried to help my students develop communicative competence. I believe, however, that the weak form of CLT, the notion of students working together, is probably the most well-known, and most commonly used form of CLT. On the positive side, this emphasises the social use of language and encourages the students to work together in a variety of ways. The students are also given a number of opportunities to work with and discuss authentic materials such as newspapers, videos, etc. On the negative side, these student discussions also have their disadvantages as the students' speech may contain a number of errors that the students may not even be aware are errors. Although, as mentioned above, there is a push to for grammatical accuracy to be viewed as an integral part of CLT, in many CLT classrooms there is limited amount of error correction, and meaning is still emphasised over form (Lightbown & Spada, 1999).

3.9 Krashen's contributions

Krashen has been an influential, if not a somewhat controversial figure, in second language acquisition research. Indeed, as Brown points out his "theories of second language acquisition have been widely discussed and hotly debated since the 1970s" (2000: 108). Although Krashen has not introduced a specific method, per se, according to Lightbown and Spada, his theories have been "very influential in supporting CLT, particularly in North America" (1999:40). In addition, Krashen is often associated with Terrell's Natural Approach, which will be discussed further below. Krashen's (1982) five hypotheses for language learning, which he originally called the 'monitor model' are:

1. The acquisition -learning hypothesis
2. The monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The affective filter hypothesis

3.9.1 The acquisition-learning hypothesis

According to Krashen, language acquisition and language learning are separate processes. Acquisition is the "subconscious process identical in all important ways to the process children utilize in acquiring their first language" (Krashen, 1985: 1) and learning is, "the conscious process that results in 'knowing about' language" (Krashen, 1985: 1). Acquisition occurs as a result of meaningful communication-

which may or may not occur in the language classroom - and learning a language occurs through concentrated effort by, for example, paying attention to form. For Krashen, acquisition is more important because he believes that it is acquired language that allows speakers to engage in a natural, fluent conversation. Krashen has been criticised because he claims that learning cannot turn into acquisition (Mitchell & Myles, 1998). Krashen, however, stands by this opinion citing examples of fluent second-language speakers who have never learned the rules of the second language and other speakers who appear to know the rules of the language but are not able to engage in a conversation past a rudimentary level (Lightbown & Spada, 1999).

3.9.2 The monitor hypothesis

Krashen believes that it is acquired language that helps the students make judgements about their language and that "learning has only one function, and that is as a Monitor or editor" (Krashen, 1982: 15). Different students will use the monitor in different ways. For example, monitor over-users do not like making mistakes and constantly check themselves and as a result usually have non-fluent speech, monitor under-users are not very accurate but fluent, and optimal monitor users use the monitor when it is appropriate to do so, but do not let it interfere with communication.

3.9.3 The natural order hypothesis

Krashen believes that second language learners, like first language learners, acquire target language forms in a set sequence. As Krashen notes, "we acquire the rules of

the language in a predictable order, some rules tending to come early and others late" (1985: 1). Other researchers have expressed similar ideas. In the 1960s Corder talked about the learner's "built-in" syllabus. According to this idea, if a student is not ready to learn a certain structure, it does not matter how well the teacher teaches it, the students will not learn it, and will make errors if a structure is introduced too early. Other research has suggested that learning certain structures, most notably the third person singular "s", is developmental. Pienemann's (1984) "Teachability Hypothesis" states that there are some aspects of the target language that can be learned at any time, and other aspects that can only be learned when the student is ready. Sharwood-Smith (1994) refers to this as the students not being able to run until they can walk. Allwright (1984 a) reports that, "increasingly the pedagogical evidence seems to support the somewhat surprising conclusion that the 'natural order' is remarkably independent of context, that classroom learners somehow find ways of preserving the 'natural order', in spite of the constraints that one would imagine are represented by the imposition of a fixed sequence on the teaching" (p. 209).

3.9.4 The input hypothesis

According to Krashen, students acquire languages through comprehensible input, which is language modified to the learners' level. In order to push the student past his/her current level Krashen suggests that comprehensible input just above the learner's level or I+1 is needed. As Krashen explains, "the input hypothesis says that if a student is at a certain stage in language acquisition (i.e., some stage along the

natural acquisition order) and he understands something which includes a structure at the next stage, this helps him acquire that structure" (1982b: 21). Krashen believes that students want and benefit from input that is slightly above their level of ability and that they will be able to understand through the context and extralinguistic information (gestures, facial expression, etc.) that the speaker gives.

3.9.5 The affective filter hypothesis

The affective filter is an imaginary barrier which can help or hinder acquisition. Krashen relates this to students' motives, attitudes and emotions. If the filter is high, students will not be receptive to comprehensible input or $I+1$. When the students are relaxed and motivated, the filter will be low and students will see success. As Lightbown and Spada point out, "what makes this hypothesis attractive to practitioners is that it appears to have immediate implications for classroom practice. Teachers can understand why some learners, given the same opportunity to learn, may be successful while others are not" (1999: 40).

3.10 The Natural Approach

As mentioned above, Krashen's theories are put into practice in the Natural Approach which Terrell introduced in the 1980s. Krashen supports the Natural Approach and outlines it as follows:

The classroom is for acquisition. Learning is done somewhere else. The function of the classroom is to provide students with comprehensible input. No grammar is presented in the classroom ever. The teacher uses the second language exclusively. His goal is to make students understand. The student can respond either in his L1 or in the L2. (This is not new. No single idea in the Natural Approach is new, but put together like this the approach is novel and it works.) If they choose to respond in the second language, the errors are not corrected unless there is a breakdown in communication (1982b: 29).

The emphasis of the Natural Approach is on the acquisition of language, not on learning the formal structures of the language. To that end, Terrell proposed three guidelines: (1) students should be permitted to use L1 (with L2) in the initial stages of learning to comprehend L2; (2) students' speech errors should not be corrected; and (3) class time should be devoted entirely to communication experiences, relegating learning activities to outside the classroom (Terrell, 1982: 171). The use of TPR activities in the Natural Approach is encouraged, especially in the beginning level classes as a way of providing students with comprehensible input to aid with their language acquisition (Brown, 2000).

3.11 The Bangalore / Madras communicational teaching project

Prabhu (1987) set up a project which mobilised communicative language competence within a task-based methodology. In his five year classroom experiment, known as the Bangalore / Madras Communicational Teaching Project, he worked on the

principle that grammatical competence could be achieved through meaning-focused activity. Prabhu outlines the project as follows:

In this context of the project, competence in a language was seen as consisting primarily of an ability to conform automatically to grammatical norms, and communication as a matter of understanding, arriving at, or conveying meaning. The focus of the project was not, that is to say, on 'communicative competence' (in the restricted sense of achieving social or situational appropriacy, as distinct from grammatical conformity) but rather on grammatical competence itself, which was hypothesized to develop in the course of meaning-focused activity (1987: 1).

Although Prabhu rejected a linguistic syllabus, and as a result his ideas have sometimes been linked to Krashen, Prabhu did not reject the importance of learning grammatical forms. It was his belief that language development was possible through deployment (Allwright, 2000, Ph.D. report). Markee (1997) points out that the Bangalore Project was innovative in three ways:

First, Prabhu and his associates tried to develop a syllabus with a context that was not linguistically based. Instead of organizing instructions in terms of pre-selected language items they ... [used] tasks as the principal carrier of language content. Second, the project team developed a meaning-focused methodology in which students learned language by communicating. Third, Prabhu and his associates tried to avoid using form-focused activities in the classroom (p. 28).

The tasks were divided into three steps: pre-task, task, and feedback. During the pre-task the teacher introduced the task to the students and any new vocabulary was introduced. The students practised and learned from each others' attempts. The students then worked on the task without the teacher. During the feedback session students found out how successful they were. Prabhu states that, "the teaching was exploratory in three ways. First it was an attempt to develop in the course of sustained teaching in actual classrooms, and by trial and error, a teaching methodology which was consistent with the initial intuition and maximally replicable in relation to such classrooms. The methodology which developed has since been referred to as 'task-based teaching'"(1987: 2).

3.12 Form-focused instruction (FFI)

Brown (2000) points out that the Natural Approach and Krashen's hypotheses, with an emphasis on low-stress meaningful communication in the classroom, have "intuitive appeal to teachers in the field" (p. 279). However, Krashen's learning – acquisition distinction is not supported by other researchers (Lightbown & Spada, 1999) and, as Johnson (1995) notes, "represents only a partial description of the processes involved in second language acquisition" (p. 83). In direct opposition to Krashen's view that there should be no direct grammar teaching in the classroom, Ellis (1998) reports that "a substantial body of research has investigated how form-focused instruction contributes to language learning" (p. 39).

Spada (1997) defines form-focused instruction as "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly" (p. 73). Form-focused instruction, then, is not one approach or method, but can range from direct teaching of a particular form to the "incorporation of forms into communicative tasks" (Brown, 2000: 234).

3.13 Summary

Although all of the methods mentioned have had their share of success stories, it is rare now for one method to be exclusively employed. As Celce-Murcia, Dörnyei & Thurrell (1997) point out, "those who have been following the literature on teaching methods for the past few years know that methods as such are losing (or have lost) their relevance to language instruction" (p. 148). Kumaravadivelu believes the reason for this is that "from a practitioner's point of view, none of these methods can be realized in their purest form in the actual classroom primarily because they are not derived from classroom experience and experimentation but are artificially transplanted into the classroom and, as such, far removed from classroom reality" (1994: 29).

The importance to this thesis of reviewing these various methods is the fact that they have had an impact on language teaching classrooms, my own included, in a variety of ways. It is not unusual to find various forms of drill and practice exercises in many ESL / EFL textbooks to help develop grammatical competence. From the Cognitive

Code approach, the importance of relating present learning to past experiences and to the cognitive levels of students influences many classrooms. Krashen's notion of comprehensible input and making language accessible to the student is a consideration for many teachers. Concepts from the Silent Way and Community Language Learning, such as involving the learner in the learning process, are very much a part of language teaching today. Other aspects of the Humanist approach, for example, fostering risk-taking in students, offering co-operative learning opportunities, etc., are also widely used in many language learning classrooms.

Brown believes teachers have become, "cautiously eclectic in making enlightened choices of teaching practices" (1994: 73). Kumaravadivelu (1994), however, believes that we have gone one step further, and are now in a phase best described as the post-method condition. This concept is important to this research due to its emphasis on the potential of classroom practice to inform theory. Kumaravadivelu states that "the research perspective adopted here is governed by the belief that any pedagogic framework must emerge from classroom experience and experimentation and is also motivated by the fact that a solid body of classroom research findings are available for consideration and application" (1994: 31 –32). Chapter Four will look at Kumaravadivelu's strategic framework in more detail.

Chapter 4: The Post-Method Condition in Second Language Teaching

First and foremost, it [the post-method condition] signifies a search for an alternative to method rather than an alternative method (Kumaravadivelu, 1994: 29).

4.1 Introduction

Although the search for the 'best' method may be over, the search continues for not one way, but ways, to help our students learn second or foreign languages. As Pica (2000) points out, "currently, English teaching methodology is going through yet another transition ... frequently referred to as the 'post method' condition" (p. 2).

Kumaravadivelu (1994) is credited with introducing the term 'post method' condition and offers a strategic framework of ten macrostrategies for second language teaching in the post method condition. One of the important features of this framework to this research is in its design to help teachers become researchers. As Kumaravadivelu points out, the framework combined with either Action Research or, as in my case, Exploratory Practice, "will help teachers generate empirically grounded, practice-oriented microstrategies and also enable them to develop their own practical theory of language pedagogy" (1994: 43).

Kumaravadivelu defines a macrostrategy as "a broad guideline, based on which teachers can generate their own situation-specific, need-based microstrategies or

classroom techniques" (Kumaravadivelu, 1994: 32). He stresses that the 10 points listed below are not a closed set, but are to be viewed as an open-ended set of options.

1. Maximize learning opportunities
2. Facilitate negotiated interaction
3. Minimize perceptual mismatches
4. Activate intuitive heuristics
5. Foster language awareness
6. Contextualize linguistic input
7. Integrate language skills
8. Promote learner autonomy
9. Raise cultural consciousness
10. Ensure social relevance

4.2 Maximize learning opportunities

Kumaravadivelu suggest that, "as creators of learning opportunities, it is crucial that teachers strike a balance between their role as planners of teaching acts and their role as mediators of learning acts" (1994: 33). By this he means that teachers need to be aware of how their students are coping in class and to take advantage of every opportunity to help the students learn, especially in situations created by the learners themselves. He uses the example that if one student is having difficulty with something presented in class the teacher should bring it to the attention of the whole class, as chances are another student is also experiencing difficulties with the same concept. In a language classroom, however, it may be difficult to find even one

student who will admit to not understanding for fear of being embarrassed or laughed at by the other students (Allwright, 1998, Gunn, 2000).

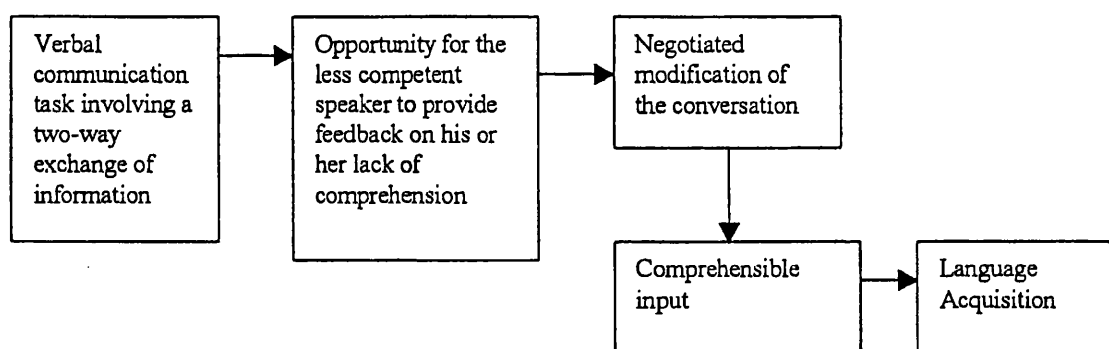
4.3 Facilitate negotiated interaction

Basturkmen, (2001) points out that, "to a large extent, communicative methodologies of recent years have focused on activities to get students to speak, rather than on providing them with the means to interact" (p. 5). According to Kumaravadivelu, "negotiated interaction means that the learner should be actively involved in clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn taking. It also means that the learner should be given the freedom and encouragement to initiate talk, not just react and respond to it" (1994: 33-34).

Long (1983, reprinted in 1987) suggests that negotiated interaction in the form of interactional modifications, such as confirmations and comprehension checks can also be viewed as one way for learners obtain comprehensible input (p. 342). As Johnson (1995) points out, Long "emphasizes the importance of comprehensible input in the form of conversational adjustments" (p. 83). Figure 4. 1 is Long's model of language acquisition based on negotiated interaction. The model is based on a two-way task where the more competent speaker must get information from a less competent speaker. Long explains:

The need to obtain information from (not simply transmit information to) the less competent speaker means that the competent speaker cannot press ahead (in largely unmodified speech) without attending to the feedback (verbal and non-verbal) he or she is receiving. The option to provide feedback allows the less competent speaker to negotiate the conversation, to the competent speaker to adjust his or her performance, via modification... until what he or she is saying is comprehensible (1987: 345).

Figure 4.1 Model of the relationship between type of conversational task and language acquisition (Long, 1987: 345).



Aston (1986), in a review of earlier work by Long and other researchers, believes that there are "serious short-comings in the argument leading to the claim that maximally modified interaction is 'optimal' for acquisition purposes" (p. 135, quotes in original). He believes that clarification requests, confirmation checks, etc., which he calls trouble-shooting procedures, may in some cases provide students with comprehensible input, but also points out that trouble-shooting procedures do not

necessarily produce a substantive understanding (p. 139), or that they necessarily lead to acquisition. Rather, Aston argues, what trouble-shooting routines,

appear to achieve is a formal display of the convergence of participants' worlds. They allow the participants to perform a ritual of understanding or agreement. Thus, confirmation checks can allow participants to go through the motions of agreeing as to the correctness of a hearer's understanding, comprehension checks as to the understandability of the speaker's contribution. Clarification requests enable agreement to be displayed as to what a speaker said or intended. In all these cases, a display of mutual accessibility is provided. Similarly, trouble-shooting on issues of acceptability allows for a ritual of solidarity, with a display of mutual acceptance (Aston, 1986: 139).

It is not the number, or frequency, of clarification requests, confirmation checks, etc. that should be stressed when facilitating negotiated interaction, but rather their role in allowing the participants to come to agreement, which may be on a formal or substantive level. This then allows the participants to view their interaction, in spite of the difficulties, as successful. Although negotiated interaction, and the use of trouble-shooting procedures, may not necessarily lead to language acquisition as Long suggests, Aston points out that, "through them participants can jointly reaffirm the possibility of satisfactory communication and satisfying rapport through talk" (1986: 139). Expressing understanding on a formal level and abandoning a topic may, in fact, be more appropriate in some situations, and, I believe, is something that native speakers of any language, as well as language learners, already do in practice.

4.4 Minimize perceptual mismatches

Teachers and learners do not always see things in the same way and as such there is a chance of perceptual mismatches. Kumaravadivelu points out that, "what impact classroom activities will have on the learning process depends as much on learner interpretation as on teacher intention" (1994: 34). This concept is not a new one, of course and indeed, in 1984 Allwright asked, "Why don't learners learn what teachers teach?" when he found that many of his language students were unable to tell him what his main teaching point had been, but rather offered "alternative ideas about what the lesson had been about" (Allwright, 1984:3). The students were able to remember what they had done in class, but their reports of what they learned were not what Allwright had set out to teach. Allwright did not view this as negative, and called it, "uptake" which he defined as "whatever it is that learners get from language lessons" (Allwright, 1984: 11).

To account for the students' unexpected uptake Allwright introduced the "interaction hypothesis" which involves two claims: "the first is that interaction determines what becomes available to be learned, and the second is that interaction is the process whereby whatever is learned is learned" (Allwright, 1984:10). To test these claims, he and a group of research students set about asking second language students what they had learned in class in order to identify the students' uptake. They acknowledged that this tactic had its limitations, one having to do with whether the students told the truth or not, and another whether or not students could be reasonably expected to know

what they had learned from one specific class. The preliminary results were perhaps not exactly what Allwright was looking for. He reports:

So far the best predictor of uptake is, boringly enough, that an item should have been explicitly taught, by the teacher. But the next best predictor is that the learner who claims to have learned an item was personally involved in interactive work on the item in question (1984:16).

Allwright's observations are supported by Williams and Burden reminder that "learning is essentially personal and individual; no two people will learn precisely the same thing from any particular learning situation" (1997: 96).

Perceptual mismatches can also be heightened by the diversity in the classroom. For example, Seliger (1977) did a study involving students that he termed "High Input Generators" (HIGs) and "Low Impact Generators" (LIGs). HIGs are students who are seen to be very active in the class - for example the kind of student that is always asking questions and volunteering extra information. LIGs are students who seem to be much more passive in class. They are usually very reluctant to speak, even when spoken to directly. Not surprisingly, Seliger's results showed that HIGs acquired languages more quickly than LIGs did. Allwright and Bailey (1991) point out that there are some flaws in Seliger's research, but students' attitude and other individual factors are important considerations in any given learning context. As Williams and Burden note, "it is undoubtedly true that learners bring many individual characteristics to the learning process which will affect both the way in which they

learn and the outcomes of that process" (1997: 89). Gillette's findings were that, "successful language learning depends on an individual's willingness to make every effort to acquire an L2 rather than on superior cognitive processing alone....Effective language learners do, in fact, infer where ineffective learners translate, and effective learners do engage in functional practice while ineffective ones prefer formal tasks" (1994: 212).

Studies showing how "good language learners" (for example, Rubin, 1975, Nunan, 1991) learn languages have indicated that successful learners share some interesting characteristics. A shortened list of these include:

- being creative with the language
- finding strategies for getting practice in using the language inside and outside the classroom
- using linguistic knowledge, including knowledge of their first language
- living with uncertainty and developing strategies for making sense of the target language

Whether teachers are dealing with a "good" language learner or not, perceptual mismatches can interfere in the language classroom. Kumaravadivelu believes there are "at least 10 potential sources of perceptual mismatch that we should be aware of" (1994: 35). They are:

1. Cognitive
2. Communicative

3. Linguistic
4. Pedagogic
5. Strategic
6. Cultural
7. Evaluative
8. Procedural
9. Instructional
10. Attitudinal

Kumaravadivelu acknowledges that it is not always possible for teachers to "identify and deal with all these sources of mismatch in real time as the classroom event unfolds" (1994: 36). However, being aware of these areas can help teachers better understand why some learners experience difficulties with certain classroom activities and not others.

4.5 Activate intuitive heuristics

Kumaravadivelu suggests that "one way to activate the intuitive heuristics of the learner is to provide enough textual data so that the learner can infer certain underlying grammatical rules" (1994:36). This idea is supported by Prabhu's 1987 Bangalore / Madras Communicational Teaching Project discussed earlier in Chapter Three. The concept of activating intuitive heuristics brings in the role of formal grammar teaching in second language classrooms. Kumaravadivelu states that, "empirical studies show that self-discovery affects learners' comprehension and retention more favorably than explicit presentation of underlying structural patterns

regardless of the learners' language ability" (1994: 36). However, other studies, for example, Long, 1988, Fotos and Ellis, 1991, suggest that formal instruction is beneficial in second language learning. In addition, Lightbown and Spada report that "many adult learners, especially those with good metalinguistic knowledge of their own language, express a preference for structure-based approaches" (1999: 119). This once again highlights the individual nature of learning, and that there is not one method that will work for all learners in all contexts as there are too many variables to take into consideration.

4.6 Foster language awareness

According to Kumaravadivelu language awareness (LA) is a combination of consciousness raising and input enhancement. Consciousness raising as outlined first by Sharwood-Smith (1981) and discussed again by Sharwood Smith and Rutherford (1985) is "the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language" (reprinted in Rutherford and Sharwood Smith 1988: 107). In a later book published in 1994, Sharwood-Smith again talks about raising learners' awareness of language structures (p. 178). He explains that grammatical consciousness raising does not necessarily equal explicit grammar teaching. He argues that "what might be termed grammatical 'consciousness raising' did not have to involve teaching rules and grammatical paradigms but could range from subtly highlighting relevant aspects of the input without any overt explanation to elaborate explanations of L2 structure" (Sharwood-Smith, 1994:178). He prefers

the term "input enhancement" or "input salience enhancement" to refer to the more subtle approach of raising students' awareness with or without explicit grammar instruction.

Leow points out that, "operationalizing and measuring awareness in language learning have been largely problematic due to (a) different definitions of what constitutes awareness; (b) the rapidity of a learner's subjective experience of cognitive registration; and (c) the potential inability to verbalize one's awareness" (1997: 471 - 472). Altman, from her personal language learning case study, found that, "a key to the success of the language learner seemed to be the extensive employment of awareness - the focusing of attention on all aspects of the language to be learned" (1997: 93). As Altman was both the researcher and subject of her study, she was able to circumvent the problem mentioned by Leow regarding the inability to verbalise one's awareness.

In a recent large scale study of 543 ESL and EFL students by Bardovi-Harlig and Dörnyei (1998), they noted that there was a large gap in the students' knowledge of correct grammar and correct pragmatics. Most students were able to recognise and correct a grammatical mistake, but did not have the same level of proficiency at recognising pragmatic errors, although ESL learners were better at locating pragmatic errors than EFL learners. They state that one of the reasons for this is the input available to the learner in EFL and ESL contexts. They suggest that awareness-raising and noticing activities, especially ones focusing on developing pragmatic

competence, should be introduced into language learning classes, especially EFL classes.

van Lier (1994) offers another viewpoint concerning consciousness and awareness. According to van Lier, consciousness raising as outlined by Sharwood-Smith is an *intrapersonal* perspective of consciousness with its focus on the "cognitive and affective processes such as attention to form, the learning of explicit rules or metalinguistic knowledge" (1994:69). He suggests moving away from this intrapersonal perspective and moving toward an *interpersonal* perspective. The interpersonal perspective is "one which argues that consciousness is important for the work of both teachers and learners, in the organic sense of *organising, controlling and evaluating* experience" (1994: 69, emphasis in original). By adopting an interpersonal perspective, the entire learning process becomes the focus of awareness. With a suggestion similar to Allwright's Interaction Hypothesis, van Lier states that:

as part of language awareness raising, teachers can study the ways in which they interact with their students, and their students with each other. It is widely believed that social interaction can have a decisive impact on the language learning process, and it is important to find out what aspects of interaction, and what kinds of interaction, might be most conducive to learning (1994: 69).

In addition, van Lier suggests that in order for learning to be successful through awareness-raising interaction, three points need to be taken into consideration:

1. It is important to find the appropriate social interaction for all learning to take place.
2. We should seek, be prepared to stimulate, and guide natural attention-focusing tendencies in the students.
3. We must educate the students to make their own decisions increasingly, and in order to do that we must make sure that they know what they are doing. Eventually they are best served by being able to regulate their own language learning (1994: 70).

4.7 Contextualize linguistic input / raise cultural consciousness

The British Tradition is sometimes called Firthian linguistics with respect to the contributions of John Rupert Firth (1890 - 1960). As Palmer notes, "it is not easy to assess Firth's contribution to linguistics except to say that it was enormous. He and he alone pioneered the subject in Britain" (1968: 1). Firth's ideas are said to represent a philosophy of language rather than a theory, as according to Firth, language, culture and society are dependent upon one another and language must be viewed as a part of a social process. Firth described the connection linking language to the situation in which it is used as "context of situation". Firth, however, was not the first to introduce the term, "context of situation", he actually borrowed it from Malinowski, his colleague, with whom he had numerous personal discussions related to the notion of "context of situation" (Firth, 1946). Malinowski, an ethnographer, developed his definition of "context of situation" after conducting research in the South Pacific, specifically the Trobriand Islands. Malinowski was apparently a natural linguist and was able to learn Kiriwinian, the language of the islands, while carrying

out his research. He found that in order to clearly convey the meanings of words he had to first explain the situation in which the words were used. He coined the term "context of situation" to describe the activities happening at the time of a selected expression. He also introduced the term "context of culture" to describe the other variables and background information needed to correctly interpret a foreign language.

Firth's usage of context of situation included concepts from both of Malinowski's context of situation and context of culture. He explains his view and his general categories as follows:

My view was, and still is, that 'context of situation' is best used as a suitable schematic construct to apply to language events, and that it is a group of related categories at a different level from grammatical categories but rather of the same abstract nature. A context of situation for linguistic work brings into relation the following categories:

- A. The relevant feature of participants, persons, personalities
 - (i) Verbal actions of participants
 - (ii) The non-verbal actions of participants
- B. The relevant objects. (later changed to "The relevance of objects and non-verbal and non personal events")
- C. The effect of the verbal action (Firth, 1957: 181- 182).

Berns summarises Firth's contributions to the British tradition of linguistics as follows:

Firth's philosophy of language, the techniques he proposed for the analysis of meaning, his interpretation of the notion of context of situation, his rejection of the unity of language, and his insistence upon a sociological component in language study were substantial contributions to the British tradition of linguistics. Many of his ideas either have been developed further or have served as the basis of new directions in linguistic inquiry (1990:11).

One researcher considerably influenced by Firth and Malinowski has been Halliday, who asks, "How else can one look at language except in a social context?" (Halliday, 1978: 10). He goes on further to explain:

our functional picture of the adult linguistic system is of a culturally specific and situationally sensitive range of meaning potential. Language is the ability to 'mean' in the situation types, or social contexts, that are generated by the culture. When we talk about 'uses of language' we are concerned with the meaning potential that is associated with particular situation types; and we are likely to be especially interested in those which are of some social and cultural significance (Halliday, 1978: 34).

Halliday uses the following terms to account for the semantic components of language and situational elements.

Semantic Components:

Ideational (language as reflection), comprising

(a) experiential

(b) logical

Interpersonal (language as action)

Textual (language as texture, in relation to the environment)

Situational Elements:

Field: refers to the ongoing activity and the particular purposes that the use of language is serving within the context of that activity

Tenor: refers to the interrelations among the participants (status and role relationships)

Mode: refers to channel, key and genre (Halliday, 1978: 62).

Halliday expanded on the definition of semantics from a lexicosemantic notion to what he called the *totality of meaning* (Berns, 1990). Halliday summarises the relationship between the components as "each of the components of the situation tends to determine the selection of options in a corresponding component of the semantics" (1978: 143). The components are interactive and changeable depending on the context.

Halliday elaborates on Malinowski and Firth's ideas of "context of situation" by explaining "that language comes to life only when functioning in some environment. We do not experience language in isolation - if we did we would not recognise it as language - but always in relation to a scenario, some background of persons and

actions and events from which the things which are said derive their meaning" (1978: 28). Halliday also adds the word "relevant" when discussing situation in order to include the "features which are relevant to the speech that is taking place" (Halliday, 1978: 29). Halliday outlines that the features can be concrete and immediate or rather abstract and remote. He believes that "in general, the ability to use language in abstract and indirect contexts of situation is what distinguishes the speech of adults from that of children" (Halliday, 1978: 29). For language learners this ability is perhaps what distinguishes beginner students from more advanced learners.

4.8 Integrate language skills

Kumaravadivelu is referring here not only to "an integration of syntactic, semantic, and pragmatic components of language but also an integration of language skills traditionally identified and sequenced as listening, speaking, reading, and writing" (1994: 38). Offering classes in Listening and Speaking, or Reading and Writing, as is the case in many language programmes, "runs counter to the parallel and interactive nature of language and language behavior" (Kumaravadivelu, 1994: 39). An integrated approach to teaching the four skills frees the students from the expectation to work on one skill at a time and acknowledges that "the learning and use of any one skill can trigger cognitive and communicative associations with others" (Kumaravadivelu, 1994: 39).

4.9 Promote learner autonomy

Kumaravadivelu states that, "a primary task of the teacher wishing to promote learner autonomy is to help learners take responsibility for their learning and bring about necessary attitudinal changes in them" (1994: 40). Again, this is not a new idea in second language learning. In 1991, Little described autonomy as the "buzz-word" of the 1990s (1991:2). Benson and Voller note that, "over the last two decades, *autonomy* and *independence* have taken on a growing importance in the field of language education." (1997:1). They go on to outline the five different ways in which the word autonomy has been used in language learning:

1. for *situations* in which learners study entirely on their own;
 2. for a set of *skills* which can be learned and applied in self-directed learning;
 3. for an inborn *capacity* which is suppressed by institutional education;
 4. for the exercise of *learners' responsibility* for their own learning;
 5. for the right of learners to determine the direction of their own learning
- (Benson & Voller, 1997: 1-2, emphasis in original).

Encouraging students to become autonomous learners is, according to Benson and Voller "supported by three related tendencies in language education: individualization, learner-centredness and a growing recognition of the political nature of language learning" (1997: 6). Little believes that "learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning" (1990: 7). He also points out the five things autonomy is **not**:

1. Autonomy is **not** a synonym for self-instruction; in other words autonomy is **not** limited to learning without a teacher.
2. In the classroom context, autonomy does **not** entail an abdication of responsibility on the part of the teacher; it is **not** a matter of letting the learners get on with things as best they can.
3. On the other hand, autonomy is **not** something that teachers do to the learner; that is, it is **not** another teaching method.
4. Autonomy is **not** a single, easily described behaviour.
5. Autonomy is **not** a steady state achieved by learners (Little, 1990: 7, bold in original).

Little's five points indicate that he believes the teacher still has an important role in helping students become autonomous. Voller supports Little but also points out, "there is a paradox about the teacher's role in independent language learning; the truly autonomous learner would not need a teacher at all. Equally, autonomy is not a gift that can be handed over by the teacher to the learner, so is autonomy unteachable?" (1997: 107). He goes on to answer his question by acknowledging that, "much of the literature states that learners need to be *taught* to be autonomous" (1997: 107, italics in original).

Littlewood suggests that, in addition to the teacher's commitment to helping students develop autonomy, the student's willingness and ability to act independently are important considerations in classrooms devoted to promoting learner autonomy. Students' willingness or lack of willingness can be related back to their cultural beliefs. Pennycook points out that "the concept of autonomy is central to western

liberal thought" (1997: 36) which may or may not be valued by other cultures. In order to maintain cultural sensitivity to this issue Pennycook explains that:

in the particular contexts in which we teach, the notion of being an autonomous language learner cannot be considered merely within the psychological and individualistic frame of 'language acquisition' but must start to pose questions about what it means to be an autonomous user of language. Such a notion is centrally concerned with voice, with how a language user can come to express cultural alternatives, with becoming the author of one's own world (1997: 48).

Pennycook believes that language teachers cannot merely view promoting autonomy in terms of helping students become self-directed learners. We must look at the cultural and political side of this issue and he suggests it would behove us to remember:

Promoting autonomy in language learning, therefore, needs to take into account the cultural contexts of the language learners, to open up spaces for those learners to deal differently with the world, to become authors of their own worlds. If language educators take up the notion of autonomy in language learning merely in terms of developing strategies for self-directed learning, or, in its most reductionist version, sending students to a self-access centre to study on their own, they may be denying their responsibilities as language educators to help students to find the cultural alternatives they deserve (1997: 53).

The teacher's role in developing autonomy is supported by the fact that, "there is very little evidence that self-instructional modes of learning are in themselves sufficient to

lead to greater autonomy or independence. On the contrary, it appears that learners who are forced into self-instructional modes of learning without adequate support will tend to rely all the more on the directive elements in the materials that they use" (Benson & Voller, 1997: 9). Breen and Mann believe that for teachers who wish to foster learner autonomy "an essential precondition ... is an explicit awareness of the teacher's own self *as a learner*" (1997: 145, emphasis in original). In addition teachers need to believe in the learner's ability and trust the learner to assert his / her own autonomy. And finally teachers must truly have a desire to "foster the development of learner autonomy in the classroom and be prepared to live through the consequences" (Breen & Mann, 1997: 146). Breen and Mann suggest six ways a teacher can help develop learner autonomy by:

1. being a resource,
2. sharing decision making,
3. facilitating collaborative evaluation,
4. managing the risks,
5. being a patient opportunist,
6. getting support. (1997: 147 –148).

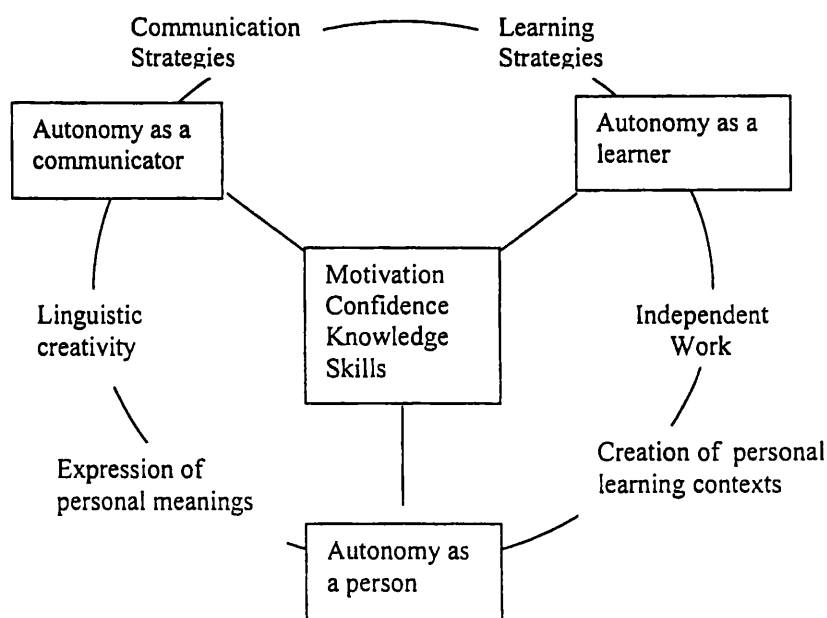
Littlewood also presents a model to help teachers help students develop autonomy. He focuses on the learners' motivation, confidence, knowledge and skills. As he points out:

with respect to language teaching, then one way of defining our task is to say that we need to help students develop the motivation, confidence, knowledge and skills that they require in order (a) to communicate more independently,

(b) to learn more independently and (c) (by extension) to be more independent as individuals (1997: 82).

Figure 4.2 illustrates Littlewood's definition. As he explains, "the six additional labels placed around the circle show some of the concrete ways in which these three kinds of autonomy are expressed in language learning. They are placed next to the kind of autonomy to which they relate most closely" (1997: 82). Littlewood's inclusion of autonomy as a communicator, and its placement between communication strategies and linguistic creativity, highlight the link between the components of communicative competence and learner autonomy.

Figure 4.2 Developing autonomy through language teaching (Littlewood, 1997: 83).



4.10 Ensure social relevance: language learning as socially mediated activity

Vygotsky's research on the connections between socialisation, culture, language, thinking, and learning took place in the 1920s and 30s, although his work was not well-known in the West until translations appeared in the 1970s and 1980s due to Stalin's suppression of his work. In his general genetic law of cultural development Vygotsky stresses the social and historic origin of psychological development. This viewpoint, translated posthumously in 1997, is:

When we studied the processes of the higher functions in children we came to the following staggering conclusion: each higher form of behavior enters the scene twice in its development – first as a collective form of behavior, as an inter-psychological function, then as an intra-psychological function, as a certain way of behaving. ... The most striking example is speech. Speech is at first a means of contact between the child and the surrounding people, but when the child begins to speak to himself, this can be regarded as the transference of a collective form of behavior into the practice of personal behavior (Vygotsky: 1997: 95).

A central concept in Vygotskian theory was the interrelationship between the socially and historically derived environment and the mind. For Vygotsky, language is a psychological tool to both control and understand the social world. The internalisation of external processes resulting in internal mental functions is mediated by psychological tools, predominantly language. As Meyers summarises:

Vygotsky's theories on cognitive development are particularly relevant to second-language teaching because he proposes an explicit and fundamental relationship between social interactions and language and the development of children's potential for thought and higher level thinking processes (1993: 30).

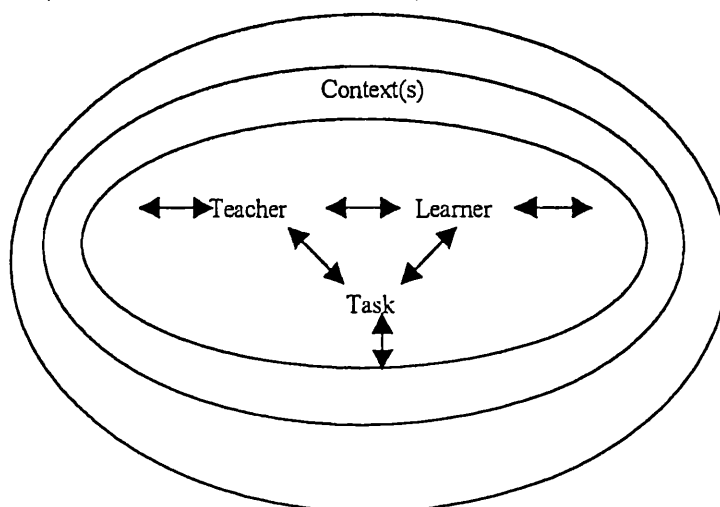
Vygotsky's ideas brought out both the situatedness of language use and the active role the child takes in his/her development. Social interaction is more than just linguist input to learner, and is particularly important, as according to Donato, "the Vygotskian position assigns to social interaction a developmental status; that is, development in situated activity" (1994:38). That the student must actively participate in their development including that of language, is illustrated by the following quote from Vygotsky:

The study of the genesis of these processes shows that each volitional process is originally a social, collective, inter-psychological process. This is connected with the fact that the child masters the attention of others or, the other way round, begins to apply to himself those means and forms of behavior that originally were collective. The mother draws the child's attention to something. The child follows the instructions and pays attention to what she points out. Here we always have two separate functions. Then the child himself begins to direct his attention, he plays the role of the mother vis-à-vis himself. He develops a complex system of functions that were originally shared (1997: 96).

Numerous authors have developed Vygotsky's ideas of social mediation and learning further. Indeed, they have been incorporated into both Constructivist and Socio-cultural perspectives widely discussed in the literature as well as other views,

"*appropriated* in contemporary debates in the human sciences, at least in the West" (Wertsch, del Rio, and Alvarez, 1995: 6, emphasis in original). Williams and Burden (1997), for example, call upon Vygotsky for support of their social interactionism framework. They claim that "for social interactionists, children are born into a social world, and learning occurs through interaction with other people" (Williams and Burden, 1997: 39). Their concept of social interactionism includes what has been learned from cognitive, constructivist, and humanistic psychological perspectives. They believe that social interactionism is "a much-needed theoretical underpinning to a communicative approach to language teaching, where it is maintained that we learn a language through using the language to interact meaningfully with other people" (Williams and Burden, 1997: 39). The four factors which Williams and Burden believe influence the learning process (teachers, learners, tasks and contexts) are inter-related so that a change in one area will have an effect on the other three.

Figure 4.3 **A social constructivist model of the teaching-learning process**
(Williams and Burden, 1997:43)



Williams and Burden state that learning never takes place in isolation and as such, their model recognises "the importance of the learning environment or context within which the learning takes place" (1997: 43). The importance of context and culture in learning (all learning, not just language learning) is further emphasised by Brown, Collins & Duguid (1989). They argue that "knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used" (Brown, Collins & Duguid, 1989: 32). What has come to be known as situated learning "takes as its focus the relationship between learning and the social situations in which it occurs" (Hanks, 1991: 14).

Lave and Wenger (1991) contribute to situated learning the notion of *legitimate peripheral participation* (LPP). Their conception is as follows:

Learning viewed as situated activity has as its central defining characteristic a process that we call *legitimate peripheral participation*. By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community. "Legitimate peripheral participation" provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts and communities of knowledge and practice (Lave and Wenger, 1991: 29, emphasis in original).

The idea of apprenticeship was the starting point for Lave and Wenger's theory of *legitimate peripheral participation* and is also referred to by Brown, Collins and

Duguid in their discussion of situated learning. They state, "cognitive apprenticeship methods try to enculturate students into authentic practices through activity and social interaction in a way similar to that evident - and evidently successful - in craft apprenticeship" (Brown, Collins and Duguid, 1989: 37).

Vygotsky, although he does not use the term apprenticeship, argues that a child's potential to learn is enhanced when working with a more capable peer. The difference between what a child can do on his or her own, versus what he/she can do when working with someone more skilled, is called the zone of proximal development. Vygotsky explains, in an often-cited quote, that the zone of proximal development "is the actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978: 86). If we view second-language students as apprentices, engaged in mediated activity, one goal for them, as they "participate in communities of practitioners" (Lave and Wenger, 1991), is to develop communicative competence in the target language. Just as not all apprentices carry on to become masters themselves, so our students may only develop varying levels of communicative competence.

4.11 Utilising Kumaravadivelu's strategic framework

Kumaravadivelu reports that, "preliminary investigations using a subset of macrostrategies indicate that the strategic framework can be used to transfer

classroom practitioners into strategic teachers and strategic researchers" (1994: 43).

This research focuses on gaining insights into the challenges of teaching for communicative competence to help students become masters of the target language – to whatever degree they desire. The RITE technique, as explained in Chapter One stands for reflective investigations of transactional errors. It is not introduced as a new method that will work for all students in all contexts but is a classroom pedagogy that is situated in the classroom practice from which it was developed. It can be seen as an example of "situation-specific microstrategies [designed] to effect desired learning outcomes" (Kumaravadivelu, 1994: 44) in the post-method condition of language teaching. The desired outcome for the students involved in this research was to help further their development of communicative competence by focusing the students' attention on the successful aspects, and the errors they made, in both their oral and written work.

The errors that second language learning students make is a well-researched area and the errors the students involved in this research made in both their oral and written work played an important part in answering the research questions. Chapter Five, therefore, will look at some of the research done in this area.

Chapter 5: Errors in Second Language Learning

Not only is to err human, but there is none other than human error: animals and artifacts do not commit errors. And if to err and to speak are each uniquely human, then to err at speaking, or to commit language errors, must mark the very pinnacle of human uniqueness (James, 1998: 1).

5.1 What is an error in second language learning?

As Allwright and Bailey (1991) point out, there is no one easy answer to this question. In 1967, Corder made a distinction between an error and a mistake. A mistake is a temporary problem for the speaker, for example a memory lapse, slip of the tongue, wrong word choice, etc. Anker (2000) reminds us that mistakes can be made by native speakers as well as non-native speakers. Mistakes generally do not impede communication, and the speaker is usually able to self-correct them.

According to Allwright and Bailey an error refers "to regular patterns in the learner's speech which consistently differ from the target language model" (1991: 91). For James, intention is an important distinction between errors and mistakes. He defines error as, "being an instance of language that is unintentionally deviant and is not self-correctable by its author" (1998: 78). He defines a mistake as "either intentionally or unintentionally deviant and self-correctable" (James, 1998: 78). James also uses the term, slip. Both slips and mistakes are self-correctable, however, learners require

someone to point out their mistakes before they can be self-corrected, whereas slips are "self-correctable without benefit of feedback from another person ... This is the sort of feedback that comes from one's intuitions: one just feels that what one has said or written is wrong" (James, 1998: 238).

According to James, students are unable to self-correct an error, and they may or may not be aware that they are, in fact, making errors. However, this does not mean that errors cannot be corrected. Unless an error has fossilised, with work it can be corrected and the correct form learned. As Allwright and Bailey point out, "learning correctly consists of internalising appropriate forms of the target language, while fossilisation is the consistent use of recognisably erroneous forms" (1991: 93). Littlewood adds to this by making a "distinction between 'transitional' errors (which eventually disappear as the learner progresses) and 'fossilised' errors (which do not disappear entirely)" (1984: 23, quotation marks and parentheses in original).

5.2 Accounting for students' errors

In the 1950s and 1960s errors were accounted for by interference from the mother tongue. At that time, contrastive analysis was one of the main vehicles used to summarise the errors learners made. Contrastive analysis involved, "first describing comparable features of MT and TL, and then comparing the forms and resultant meanings across the two languages in order to spot the mismatches that would predictably give rise to interference and error" (James 1998: 4). Or put another way,

by Dulay & Burt, "briefly the contrastive analysis (CA) hypothesis states that while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language (L1) differ, he will goof" (1974: 96). Contrastive analysis fell out of favour, as although it was able to predict some of the errors students would make, it also inaccurately predicted errors that did not, in fact, occur. In addition, other errors appeared that contrastive analysis did not predict. The question of where these "other" errors come from has been addressed by many researchers, with some of the earliest research being done by Corder and Selinker.

Corder (1967) viewed the learner as one who is actively involved in hypothesising about the target language and creating rules out of his/her hypotheses. Selinker (1972) added to the hypothesis-testing view of language learning and examined the idea that before students become fluent in a foreign language, they first develop their own "interlanguage". Interlanguage is "*the systematic linguistic behaviour of learners of a second or other language*; in other words, learners of *non-native languages*" (Sharwood-Smith 1994:7, emphasis in original). Corder suggested that, "an alternative name might be *transitional dialect*, emphasising the unstable nature of such dialects" (Corder 1981:18, emphasis in original), but as Sharwood-Smith points out the term, "interlanguage was eventually adopted by most people" (1994:30). Students are said to be constantly amending their interlanguage rules and, "that by treating errors, teachers are trying to help students move ahead in their interlanguage development" (Allwright & Bailey, 1991: 92). Depending on the feedback the

learners get, from their teachers, and others with whom they are communicating, alterations of their interlanguage rules may or may not occur.

Littlewood (1984) uses the terms "interlingual and intralingual errors". Interlingual errors are "due to transferring rules from the mother tongue" (1984:22). Intralingual errors are "errors which show that they (learners) are processing the second language in its own terms" (1984: 23). He accounted for errors through the processes of:

- Over generalisation: the learner makes an error due to his previous knowledge of the second language.
- Transfer: the learner makes an error due to his previous mother-tongue experience.
- Redundancy reduction: the learner makes an error due to omitting parts of speech.

Brown (2000) believes that it is important to remember that learners inevitably go through stages in the language development and suggests, that in terms of looking at learners' errors alone, there are four stages:

1. Random errors: a stage that Corder called "presystematic", in which the learner is only vaguely aware that there is some systematic order to a particular class of items.
2. Emergent: the learner has begun to discern a system and to internalize certain rules. These rules may not be correct by target language standards, but they are nevertheless legitimate in the mind of the learner.

3. Systematic: the learner is now able to manifest more consistency in producing the second language. The most salient difference between the second and third stage is the ability of learners to correct their errors when they are pointed out - even very subtly - to them.
4. Stabilization: what Corder called a "postsystematic" stage. The learner has relatively few errors and has mastered the system to the point that fluency and intended meanings are not problematic. This fourth stage is characterized by the learner's ability to self-correct (Brown, 2000: 227 - 229).

Brown notes that, although the above four stages are useful to help categorise oral or written errors, they do not "adequately account for sociolinguistic, functional, pragmatic or nonverbal strategies, all of which are important in assessing the total competence of the second language learner" (2000: 229). In addition, a student may be at a number of stages at the same time. For example, as Brown suggests, a student may be in stage three or four with respect to one grammatical form, but be in stage one with a more advanced form.

5.3 Correction of oral errors

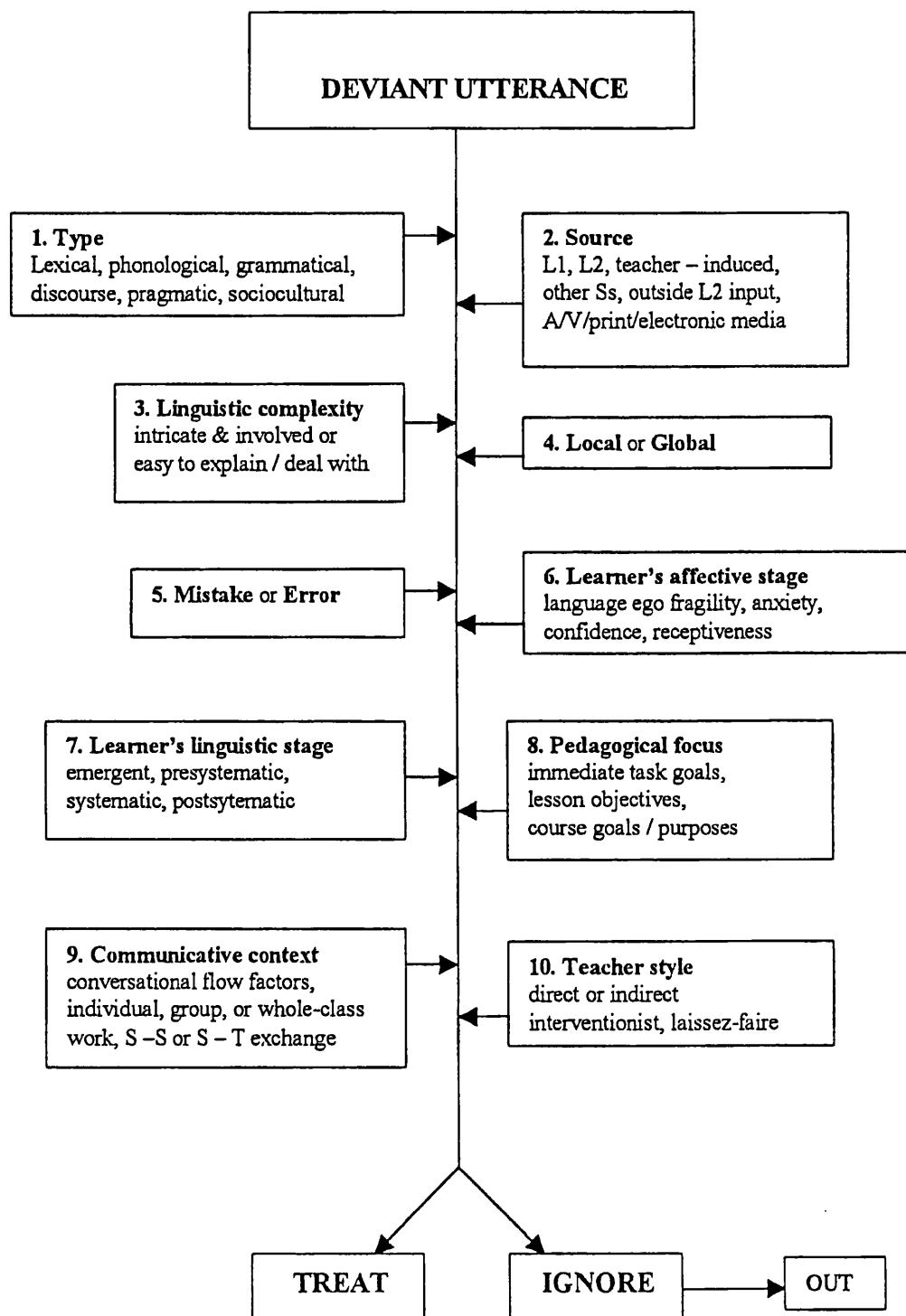
Ancker points out there has been "a gradual shift in classroom practice, from the immediate correction of every error in older methods based on behavioral theories of learning (e.g. audio-lingualism) to a more tolerant approach" (2000: 20). The decisions of whether or not to treat oral errors, and how and when to treat them, have been outlined by Long (1977) and Chaudron (1977, 1987). Allwright and Bailey (1991) note that teachers do not always notice oral errors, and if they do, sometimes

decide that it is not the right time to interrupt the student and let the error pass without correction. Indeed, as Lyster points out when discussing corrective feedback to students, "precisely how to do so, and with what degree of explicitness, remains the centre of much debate" (1998: 186).

Although in a language classroom it is usually the teacher who decides whether to correct an error or not, James (1998) notes that most learners want their errors to be corrected. Ancker (2000) also found this to be true when he asked the question, "Should teachers correct every error student make when using English?" to teachers and students in 15 different countries over four years. He admits that his study is flawed as the question is very general and refers to spoken English only, however he reports that 75% of the teachers said "no" while 76% of the students said "yes". Correcting every error, however, may be easier said than done. Brown offers a conceptual model, outlined in Figure 5. 1, of some of the observations and evaluations that must be done by the teacher with regards to the treatment of speech errors.

It is interesting to note that in his model Brown includes a variety of different factors affecting error production from the various models of communicative competence. James notes that in addition to correction of grammatical errors students also want, "sociolinguistic correction, informing them of the infelicities in politeness, directness, or appropriacy of their output" (1998: 248).

Figure 5.1 A model for classroom treatment of speech errors (Brown, 2000: 240)



Allwright and Bailey (1991) point out that while much of the research into treatment of oral errors has focused on accuracy errors, they believe there is a need to examine the treatment of communication errors as well. Examining communicative errors encompasses the cultural differences that a non-native speaker may experience when communicating in the target language. Communicative misunderstandings can either be solved, or perpetuated, by both interlocutors.

The following ten points made by Littlewood relate to the communicative effect of errors in second language learners' speech and provide specific pointers to communicative misunderstandings:

1. Errors have less effect on the intelligibility of speech than many second language learners assume. Not surprisingly, however, intelligibility suffers as the number of errors increases.
2. The effect on intelligibility does not depend only on the nature of the error itself. It also depends on how much the wider context (linguistic and non-linguistic) helps the listener to interpret the meaning.
3. Some studies suggest that, on average, vocabulary errors affect communication more than grammatical errors. Pronunciation errors seems to have the least effect, unless they are particularly serious. However, there are obviously more or less serious types of error within each of these three categories.
4. In grammar, 'global' errors generally hinder communication more than 'local' errors. A global error is one which affects the overall organisation of a sentence, such as the wrong use of a conjunction or inappropriate ordering of major word

groups. A local error is one whose effect is restricted to the elements within a smaller group, such as the omission of an ending or misuse of the definite article.

5. Learners who use a lot of communication strategies are often difficult to understand. Presumably this is not directly a result of the communication strategies, but because the strategies reflect the fact that the learner has special problems in expressing himself.
6. Learners are often difficult to understand if the fluency of their speech is heavily distorted by hesitations, false starts and self-corrections.
7. Independently of their effect on intelligibility, some errors may provoke more negative reactions than others from native speakers. There is some evidence, for example, that errors in verb phrases (e.g. tense marking) tend to be rated as more serious than errors in noun phrases (e.g. use of the article).
8. In general, however, the amount of 'irritation' caused by errors depends mainly on their effect on communication, rather than on some independent scale of seriousness.
9. Native speakers are usually more lenient than non-native language teachers when they are asked to judge the degree of seriousness of errors. Indeed, some errors go completely unnoticed by native evaluators who are not linguists or teachers.
10. There is some evidence that native speakers do not form negative judgements about the intelligence and personality of second language learners on the basis of shortcomings in their linguistic or communicative ability (1984: 87 - 88).

From Littlewood's account, other types of errors, such as vocabulary errors, the use of too many communication strategies and limited fluency require as much as attention

(if not more) as grammatical errors. These observations would support an increased interest in attending to all aspects of language including grammar, as outlined by the various models of communicative competence.

5.4 The role of students' errors in this research

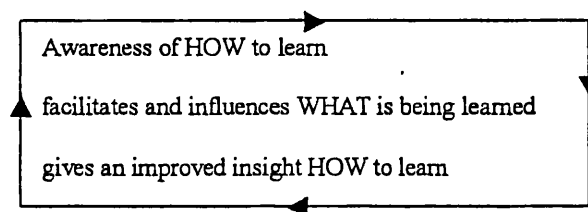
Oxford states that the "development of communicative competence requires realistic interaction among learners using meaningful, contextualized language" (1990:8).

Realistic communication involves making mistakes of various kinds. The students involved in this research were given opportunities for one-on-one discussions with me regarding their errors. The purpose of these discussions was not to decide if the errors were a result of transfer, interlanguage development, etc., but to help raise the students' awareness of their errors in the target language (English) to help further their development of communicative competence. The students reflected on their performances, individually and together with me, to really explore the interaction and to learn from both the successful and not so successful aspects of it. As Williams and Burden point out,

individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations. Thus a task, in this sense, is seen as a forum within which such meaningful interaction between two or more participants can take place. It is through the ensuing exchange and negotiation of meanings that learners' knowledge of the language system develops (1997: 168).

One of the teacher's goals when using the RITE Technique is to help the students help themselves: to help the students become more aware of the language by focusing on their errors. As Dam points out when students and teachers focus on questions such as: "What am I doing? Why am I doing it? How am I doing it? And What can it be used for" (1990. 35), this establishes a "good circle" of learning as shown below.

Figure 5.2 Dam's good circle of learning (1990)



Most research into communicative competence tracks the various competencies through classroom performance, however, the data from this research collected through the use of the RITE technique, included both analysis of the students' performances and the students' reflections on their performances. The students and I were given the opportunity to analyse and review different kinds of errors and how these errors related to the various communicative misunderstandings that occurred in the student-led interviews.

We shall now look at the research methodology chosen for this study, including the important and related issue of teacher as researcher.

Chapter 6: Research Methodology

6.1 Choosing to do qualitative or quantitative research

According to S. Taylor (1984), *methodology* is a term used to describe the way people approach problems and seek answers, or put another way, how people conduct research. Taylor goes on further to say that "our assumptions, interests, and purposes shape which methodology we choose. When stripped to their essentials, debates over methodology are debates over assumptions and purposes, over theory and perspective" (p. 1). When deciding whether to do qualitative or quantitative research, or a combination of both, the researcher must continually refer to his/her purpose. Bailey explains that although quantitative, experimental research is a familiar and often used approach "it is not without problems, especially in addressing language-related phenomena" (Bailey, 1998/99: 3). Similarly, Freeman (1998/99) points out, linguistic phenomena do not readily lend themselves to the quantifiable data usually required by an experimental research designs as there are too many variables that need to be taken into consideration.

Although qualitative research is seen by many to be appropriate for studies involving language, published quantitative studies are still the norm as Lazaraton's recent "analysis of all the data-based articles in four applied linguistics journals over a 7-year period (1991 - 1997)" (2000: 177) shows. She analysed a total of 332 research

articles from *TESOL Quarterly*, *Language Learning*, *The Modern Language Journal* and *Studies in Second Language Acquisition* and found that, "292 (88%) were quantitative, 33 (10%) were qualitative, and 7 (2%) were partially qualitative" (Lazaraton, 2000: 178). Lazaraton admits to being disillusioned by the results and expresses her desire that more qualitative or combination of qualitative and quantitative studies will be published in the future.

One of the purposes of this research is to provide a rich, thick description of selected students reflecting upon their oral performances to help understand the challenges of educating for second or foreign language communicative competence. Another purpose is to gain insights about what can be learned about the development of communicative competence over time. These purposes lend themselves to qualitative research. This research also supports a social view of language learning as illustrated through active student participation and involvement through the use of the RITE technique. As Ellis (1999) points out, "a social view of language acquisition calls for research that is idiographic in style, that adopts a more holistic approach to discourse involving learners and their settings, and which, therefore, employs qualitative methods" (p. 17). Research involving learners and their setting will also focus on the teacher, if the learning context is classroom-based, and the teacher's role in the research is thus also an important consideration.

6.2 The teacher's role versus the researcher's role

Second language research is often referred to as TESOL research. TESOL (Teaching English to Speakers of Other Languages) is certainly not the only organisation for second language teachers and researchers, but it is very influential and has affiliates throughout the world. Burton argues that teachers need to be involved in research, but since they are not involved as much as they should be "a fundamental question for TESOL practitioners is 'Is TESOL research useful?' " (1998: 419). Research often seems very far removed from what the teacher is actually doing in the classroom, and as such may seem of less use.

Allwright and Bailey (1991) also support research by teachers but acknowledge that there are difficulties with the relationship between teachers and researchers. In the preface to their book, *Focus on the Language Classroom*, Allwright and Bailey state that their overall goal was "to help bridge the gap between research and teaching, and more particularly between researchers and teachers" (1991: xiv). They want to take the mystery out of research and bring the two roles, teacher and researcher, closer together.

Crookes (1998) writes about the relationship between second and foreign language teachers and researchers. He feels the relationship is problematic because people often view research as something thought to be done by "academics" and inaccessible to teachers. He points out that this view is not really valid as there are a "growing

number of teacher-researchers who explicitly combine teaching with research, despite shortages of time and resources" (Crookes, 1998: 6). Crookes believes the problems can be solved by "simply making teachers and researchers the same people and by recognizing teachers' knowledge of their students' learning as research with some, though perhaps not all, of the desirable characteristics of academic L2 research (generality, detail, or duration)" (p. 8).

Kaplan (1998), however, believes that the relationship between teachers and researchers is more complex than Crookes and not one that can be easily reconciled. He offers the point of view that,

an additional and not insubstantial part of the problem lies in teachers' fear of research, which is not something most teachers are trained to do - or for that matter, paid to do. Research is something done by strange and mysterious people (who hold doctorates) in strange and mysterious places (labs?); the teachers' role is to receive wisdom from these superior beings - a view sadly/strongly supported by some teacher education programs. In sum, many teachers do not see their work as research driven (p. 16).

Freeman (1998/99), in his response to Kaplan, states that in his view, Kaplan is coming from a positivist perspective, and that he may well be right that many teachers are not comfortable with this approach to research. The reason being that "many things in the world, in particular in the social world of classroom teaching and learning, are not amenable to this approach" (p. 5). Freeman suggests that teachers are most likely to be more comfortable with interpretative paradigms in order to find out

what is happening with their students in their classrooms. On-going evaluation of their own teaching and their students' learning is something that most teachers do, whether engaged in formal research or not. Freeman suggests that "our aim should be for classroom and academic practitioners to become conversant in the other community's perspectives and understandings" (p. 5). He concludes that knowledge can come from many sources, and we should not discount any of them. Freeman believes that research by teachers should be encouraged and suggests that Kaplan has it backwards: we should be asking teachers "what it is that they know that we don't, rather than what it is that we know that they should" (p. 5).

McDonough and McDonough support research by teachers but warn that it has been viewed as, "controversial, directly impinging on such fundamental research questions as validity, generalizability and the nature of its contribution to a wider store of knowledge" (1997: 22). Nunan (1990, 1997) also supports teacher-research and reminds us that not all research by the "experts" is good. He argues that "in the final analysis, the key distinction should be not whether an activity is practitioner research or regular research but whether it is good research or poor research" (1997: 367).

This debate concerning the value of teacher-research has had an impact on my research. I believe that teachers need to be involved in research that will ultimately affect what happens in the language classroom. Indeed, this research has arisen out of professional concerns that I have had as a teacher. As such, the teacher's role and the researcher's role cannot be easily separated. Every aspect of the RITE technique,

which I was already using before I embarked on my research, was designed to be of benefit to the students⁷, and none of the activities were put in for research purposes only. Table 6.1 outlines the students' and the teacher's roles in the RITE technique.

Table 6.1 Participatory roles of students and teacher

Activity	Students	Teacher
Oral Transactions (Student - led Interviews)	Active role. Write interview questions. Act as the interviewer. Language learning activity.	Helping role in setting up the interview questions, themes, etc. Not involved in actual interviews. Listens to tapes of interviews. Diagnostic tool.
Transcriptions of Interviews	Listen to tapes. Transcribe tapes. Guessing skills revealed.	Teaching tool. Passive role: students transcribe without teacher assistance. Diagnostic tool.
Teacher-student discussions of transcriptions	Language learning/ meta language learning activity. Learning about errors made in transcriptions.	Teaching tool. Active role looking at errors with the students. Discusses the errors with the students and asks them about perceived / actual communicative misunderstandings. Diagnostic tool.
Student Journals	Reflecting on learning and the student-led interview activities.	Teaching tool. Reads the journals and discusses entries with the students. Reviews language in the journals with the students. Diagnostic tool.

⁷ Please note I am not claiming that RITE will be beneficial to the students, only that it was designed to be.

There were, however, two teaching / researching activities that were done specifically for this research. The first was that I also transcribed the interviews in order to help with my data analysis. The second was that I kept a teaching / research journal. I usually keep some kind of teaching record / journal but not with the same detail that I did for this research.

6.3 Teacher-research methods

Within the qualitative paradigm there are a number of different types of research methods, some of which come under the heading of naturalistic inquiry. Bailey explains that:

the main goal of naturalistic inquiry is to discover patterns in behavior by describing phenomena, rather than to find causes of observed behavior. This approach to research is interpretative and exploratory. Its goal is to understand the phenomena being investigated. Naturalistic inquiry includes many different research methods, such as ethnographies and case studies (1999: 3).

Allwright also encourages interpretative and exploratory work by teachers and offers a model for Exploratory Practice, shown in table 6.1, to help teachers investigate their own interests in their own way. Exploratory practice evolved when after years of encouraging research by teachers in their own classrooms, Allwright found that there was "an apparently irreconcilable conflict between the demands of quality and of sustainability" (1997: 368). This was partly due to the demands on, or desires of, many teachers to become expert researchers in a very short time. He argues that the

pressure and time constraints for most teachers do not allow for the required level of commitment to a research project and, as such, the research is often abandoned.

Exploratory Practice encourages teachers to investigate their professional concerns in a manner of their choice, which may help reduce teacher "burnout" that Allwright has observed with teachers participating in standard teacher-research. This, in turn, will solve the problem of poor quality and unsustainability in teacher-research.

Table 6.2 Allwright's Exploratory Practice model (1993: 132-133)

- | |
|---|
| <ol style="list-style-type: none">1. Identify a puzzle area.2. Refine your thinking about that puzzle area.3. Select a particular topic to focus upon.4. Find appropriate classroom procedures to explore it.5. Adapt them to the particular puzzle you want to explore.6. Use them in class.7. Interpret the outcomes.8. Decide on their implications and plan accordingly. |
|---|

Teacher-research often falls under the umbrella of Action Research and indeed there are some similarities between the two methods but there are also some important differences as well. Both involve teachers carrying out research in their own classrooms rather than the research being done by outside researchers. In this way both Action Research and Exploratory Practice encourage teachers to become reflective practitioners and to research what concerns them about their classrooms.

One of the ways Action Research and Exploratory Practice differ is that Action Research is often in the form of intervention in the classroom to solve a problem. As Bailey explains, "action research refers to a reiterated cycle of procedures. After planning, an action (or small-scale interventions) is implemented to improve a situation ... The action researcher then reflects on the outcomes and plans a subsequent action, after which the cycle begins again" (1999: 3). The action research cycle continues until the required level of improvement is achieved. In Exploratory Practice, the emphasis is on using pedagogical activities to generate good data to help teachers understand and analyse what puzzles them about their classrooms. The outcome will most probably be an improvement of some kind, but it is not the main goal. As Allwright explains, "this is what exploratory practice is all about, with its basic suggestions that standard pedagogic activities might be relatively easily adapted to serve as tools to investigate and thus help teachers and learners understand whatever puzzles them about what happens in their lessons" (1997: 369).

Exploratory Practice is about understanding what happens in classrooms, not necessarily about solving a problem as is sometimes the case with Action Research. Allwright explains that there are seven major aims of Exploratory Practice: relevance, reflection, continuity, collegiality, learner development, teacher development, and theory-building (Allwright, 1993: 128-129). The interests of the students and language teaching are at the forefront. My own research is not about evaluating and improving the RITE technique: it is about understanding the challenges of teaching for communicative competence in the second language classroom. The RITE

technique is a pedagogical vehicle for producing research data without imposing on the students or wasting their time.

In Exploratory Practice, Allwright places the emphasis on using pedagogic activities instead of standard research tools, rather than using research tools on top of the pedagogic ones. I shall be using Allwright's framework in this research but I shall also use aspects of Strauss and Corbin's (1998) grounded theory methodology to help interpret the outcomes of the data collected and to realise one of the Exploratory Practice aims: namely theory – building.

6.4 Grounded theory

Grounded theory methodology has an interesting, if somewhat controversial, history. This concept was first introduced by two sociologists, Barney Glaser and Anselm Strauss in their co-authored book, *The Discovery of Grounded Theory, Strategies for Qualitative Research*, first published in 1967. Glaser and Strauss first worked together to study the way hospital staff interacted with dying patients in hospitals. It was this collaboration that produced grounded theory. The two researchers initially held different, if not opposing, points of view. Glaser studied at Columbia University in the late 1950s, which was well-known for an emphasis on *quantitative* research and analysis. Strauss was schooled at the University of Chicago which was equally well-known for its strong tradition in *qualitative* research and analysis (Glaser, 1992). Both researchers acknowledge that "neither of these traditions - nor any other

postwar sociology - has been successful at closing the embarrassing gap between theory and empirical research" (Glaser and Strauss, 1967: vii). In attempt to close the gap they argued for "the discovery of theory from data systematically obtained from social research" (Glaser and Strauss, 1967: 2). Unlike with the positivist tradition, researchers do not start with a theory and then collect data to prove or disprove their theory. Rather the opposite occurs: the theory is inductively generated from the categories that emerge from the data. Parker and Roffey summarise that "grounded theory research is directed towards making sense of the data collected and giving them a structure, with a view to determining their meaning and significance for the actors, the researchers and readers" (1997: 214). Grounded theory is often associated with qualitative research, but it originates from both qualitative and quantitative schools of thought, and as such, as Glaser and Strauss both point out, can be equally applied to quantitative data.

Glaser and Strauss have come to disagree about some of the basic assumptions of grounded theory methodology since it was first introduced. Glaser and Strauss both published books and articles independently through the 1970s and 1980s on grounded theory. Then Strauss teamed up with one of his students, Juliet Corbin and published a book in 1990 called *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. According to Glaser, this book "distorts and misconceives grounded theory, while engaging in a gross neglect of 90% of its important ideas" (Glaser, 1992: 2). Glaser requested that Strauss and Corbin recall their book, or delete any references to grounded theory. Strauss and Corbin refused to

do this so Glaser then published his own book in 1992 entitled *Emergence vs. Forcing: Basics of Grounded Theory Analysis*. It is his claim that his book truly reflects the basic tenets of grounded theory, that of allowing a theory to emerge from the data, that he and Strauss originally set forth in 1967. He argues that Strauss sets up techniques that force theory from the data and as such it is clear to Glaser that Strauss never really understood grounded theory. Glaser also argues that since Corbin was not a co-originator of the original theory, she is guilty of not respecting intellectual property and has "mooched in as a co-originator" (1992: 126) of grounded theory. Thus, Glaser argues, what is set forth in *Basics of Qualitative Research* should be renamed "full conceptual description" (1992: 124). Researchers wishing to use grounded theory methodology should consult his book, and researchers wishing to derive a detailed description should consult Strauss and Corbin's book.

There is now a second edition of *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* published in 1998. Glaser's 1992 book is cited in the reference section, but is not given as a reason for the second edition. Strauss and Corbin stand by their first book and there are no retractions from the first edition. Strauss died in 1996, before the book was finished, but Corbin states in the preface that:

this edition is a tribute to Anselm's lifelong devotion to research and his desire to share his methods with others. For Anselm, the analytic procedures and techniques contained in this book were more than just a way of doing research. They were a way of life (1998: ix).

Regardless of Glaser's objections, there is not one single approach to grounded theory methodology. The researcher must choose between Glaser's and Strauss and Corbin's, or perhaps may decide to return to the original source of Glaser and Strauss. The differences between Glaser's conception of grounded theory and Strauss and Corbin's are outlined in Table 6.2 prepared by Parker and Roffey.

**Table 6.3 A comparison of grounded theory methodology orientations:
Strauss and Corbin vs. Glaser (Parker and Roffey, 1997: 221)**

Glaser	Strauss and Corbin
Two core questions: •What is the chief concern or problem of the people in the area under study? •What category does the concern indicate?	The research question is a statement that identifies the phenomenon to be studied.
The problem emerges and should not be "forced" by the methodology. Categories and their properties "emerge" through constant comparison of incident to incident.	Researchers need help with the interpretation process: procedures and techniques need to be spelled out. Subcategories are linked to categories that denote a set of relationships (i.e., causal conditions, action / interaction strategies, and consequences)
Generates concepts and their relationships to explain and or interpret variations in behaviour in the substantive area under study.	Generates an inductively derived theory about a phenomenon comprised of interrelated concepts.
Produces a theoretical formulation or set of conceptual hypotheses. Testing is left to other researchers interested in such work.	Undertakes continual verification and testing to determine likely validity of concepts and relationships between them.

I have chosen to work with the grounded theory model proposed by Strauss and Corbin for several reasons. Firstly, I do not agree with Glaser that the procedural

steps outlined by Strauss and Corbin "force" a theory rather than allowing one to "emerge". I agree with Parker and Roffey that:

Strauss and Corbin offer procedural advice that is more specific than previously articulated in Glaser's and Strauss' various publications, and yet they are not restrictively prescriptive. The researcher who follows their general approach still has choices in investigation methods and data interpretation. Guidance is provided for commencing a study, maintaining theoretical sensitivity, theoretical sampling, coding techniques, use of memos, writing up study findings, and criteria for evaluating the empirical grounding of the study (1997: 223).

Secondly, I appreciate having the freedom to test my ideas myself as part of my research, rather than simply presenting a theory for other interested researchers to study. Thirdly, Strauss and Corbin allow for more flexibility with regards to the phenomenon under study, which for this research refers to four students utilising the RITE technique as a means to help them develop communicative competence.

6.5 The politics of transcription

One of the problems associated with studies involving data collected through audio or video tape is the issue of transcribing. Usually the bulk of the transcribing is done by the researcher, which poses problems of representation. As Roberts points out, "as transcribers fix the fleeting moment of words as marks on the page, they call up the social roles and relations constituted in language and rely on their own social evaluations of speech in deciding how to write it" (1997: 168). Ochs was one of the

first to call for a close examination of the transcription process because "(a) the transcriptions are the researcher's data; (b) transcription is a selective process reflecting theoretical goals and definitions" (1979: 44). Both Roberts and Ochs support the use of standard orthography by researchers that is carefully selected for readability. Ochs' reasons for this are that, "a transcript that is too detailed is difficult to follow and assess. A more useful transcript is a more selective one" (1979: 44). In a similar vein Roberts believes, "as transcribers, we need to manage the tension between accuracy, readability, and representation - remembering that we are transcribing people when we transcribe talk" (1997: 170).

For this research, Roberts' comments on accuracy and readability are pertinent. She states that emphasis on accuracy and readability "is all the more important when the researcher is working alongside the researched, implicated in some aspect of their lives - for example, as their teacher" (Roberts, 1997: 168). In this research, I transcribed the student-teacher interviews and the student-researcher interviews. In order to overcome some of the problems associated with transcribing and to focus on accuracy and readability, Roberts' suggestions have been employed. She advises:

1. Where appropriate, use standard orthography even when the speaker is using nonstandard varieties to avoid stigmatisation and to evoke the naturalness of their speech, and never use eye dialect.⁸

⁸ Eye dialect is the practice of writing words or phrases as they sound, i.e., *Whachagonnado?* for *What are you going to do?*

2. Work as closely as possible with the informants to gain agreement on how they wish the features of their speech to be represented (1997: 170).

A large percentage of the problems associated with transcribing has been circumvented in this research due to the fact that transcribing the student-led interviews, which comprised the bulk of the data, was done by the students themselves using standard orthography. The students' transcriptions were then examined together with me and used as a teaching tool.

6.6 Issues of reliability and validity

S. Taylor states that "qualitative researchers emphasize validity in their research. ... They are designed to ensure a close fit between the data and what people actually say and do" (1984: 7). He also points out that qualitative researchers are not:

unconcerned about the accuracy of their data. A qualitative study is not an impressionistic, off-the-cuff analysis based on a superficial look at setting or people. It is a piece of systematic research conducted with demanding, though not necessarily standardized, procedures.... However, it is not possible to achieve perfect reliability if we are to produce valid studies of the real world (S. Taylor, 1984: 7).

Allwright explains that Exploratory Practice "is a research perspective rather than research in its usual sense - a search for local understandings rather than for incontrovertible findings and universalistic theory" (Allwright, 1993: 128). Rather than searching for findings that will be true in all situations, it is hoped that the

findings from an Exploratory Practice research project will be relevant and meaningful for other teachers and shed some light on similar puzzles in their classrooms.

Creswell notes that researchers "employ a qualitative approach to emphasize the researcher's role as an *active learner* who can tell the story from the participants' view rather than as an 'expert' who passes judgment on participants" (1998: 18, emphasis in original). Exploratory Practice also emphasises the concept of teachers learning through their research projects. However, it is important to note some concerns about researching your own classroom and a close researcher – participant relationship in general. As the teacher of the students it was my job to influence their performance according to external criteria. I had worked with these students for two years and as a result I knew them very well. This has both its good and bad points to consider. I believe we had a good working relationship, that we had had time to develop a rapport with each other, and that the students were honest with me. The purpose of each phase of the project was discussed in class. As both their teacher and the researcher of this project I was able to keep the students well-informed on many levels. The students were given a chance to give written feedback anonymously. In addition, students gave feedback to me orally. I also gave the students feedback letters and they were asked to write back about whether they agreed or disagreed with what I had observed happening.

Cohen and Manion ask the question, "how do we know that observers do not lose their perspective and become blind to the peculiarities that they are supposed to be investigating?" (1994: 111), and this may have been the case without my realising it. To try to help avoid this, most of the conversations with the students about their work on this project were audio-taped. I have thus been able to listen to the tapes of the student – teacher reviews months (and years) after the data were collected. In addition, I was no longer the students' teacher when I was analyzing the data, and I believe this has given me an opportunity to view the data more objectively.

I was not at the actual student-led interviews as I felt I needed to distance myself from this activity in order to give the students a chance to perform without me, their teacher, there guiding them along. The issue of nervousness due to an extra person at the interview was also a consideration. However, it would have been useful for me to observe body language and other areas of interest that did not appear on the audio tapes.

Triangulation is another tool I have employed to help achieve validity in this research providing a variety of different viewpoints. Triangulation "is a technique which provides more and better evidence from which researchers can *construct meaningful propositions* about the social world" (Mathison, 1988:15, emphasis in original).

Triangulation is provided in the following ways to help provide thick description of the phenomenon under study:

- Students' journals
- Interviewee surveys (after interviews 3, 5, and 6)
- Teacher-researcher's journal
- Two other teachers' evaluations of the students' oral work
- Anonymous Student Questionnaires at the end of the project

The data set was collected in this research from a variety of sources in order "to produce descriptions and interpretations ... that will be identified by others as real and meaningful for teachers, learners, and learning" (Chaudron, 1988: 32). Chapter Seven will now look at how I incorporated Allwright's Exploratory Practice framework into my classroom to collect the data.

Chapter 7: Data Collection

7.1 Identifying the puzzle area and preparing for the research

I am interested in the puzzle area of the challenges of teaching in order to help students develop communicative competence. For a number of years now I have questioned how errors can be used productively in class to help my students learn. Although my initial focus was on grammatical errors, the more experienced I became as a teacher the more I realised that grammatical errors were just one small part of the picture. Once I came to this realisation, I was then in a better position to refine my thinking about my puzzle area (Allwright, 1993). I began examining other components of communicative competence as outlined by Canale and Swain (1980, 1983) and other researchers, for example, Bachman and Palmer (1996), in order to answer my research questions:

- What can we learn about the challenges of educating for communicative competence?
- What can we learn about the development over time of communicative competence?

7.2 Finding an appropriate classroom procedure to explore the puzzle area

I decided to use the RITE technique as a pedagogical tool. I felt that the RITE technique, with its combination of the various forms of data, provided the context for

a comprehensive discussion of communicative competence over time, by looking at what the students actually do, what the students say about what they do, as well as what others say about what the students do. The rest of this chapter looks at the context of this research, gives an overview of the students and interviewees involved, and how the various forms of data were collected.

7.3 Context: Learning English as a second language in an international school setting

This research was conducted at The International School of the Eastern Seaboard, (ISE), in Banglamung, Thailand in the 1998 – 99 school year. ISE is a small school with approximately 320 students aged 3 to 18. The school was started in 1991 to meet the demands of expatriate workers who had come to Thailand with their families to set up factories in the many industrial parks that had been established in the area. For example, the children of workers at car manufacturers such as General Motors and Ford, and various car parts suppliers make up the bulk of the student population. The student turn-over is high as the workers are usually posted for short term assignments from one to three years. Unlike embassy schools, which are generally located in the capital cities, and often do not accept students from the host country, ISE does accept Thai students but imposes a restriction on their admission to 15% at each grade level.

ISE uses the term "ESL (English as a second language) student" to describe any student whose first language is not English, including the Thai students. I believe that

the rationale behind this was based on the fact that the language of instruction at the school was English. When this label was applied, the implications of learning English "within a culture where English is spoken natively" (Brown, 2000: 193) does not seem to have been taken into consideration. The students (except for the Thai students), however, are not in an EFL (English as a foreign language) situation either as they are not learning English in their own culture, where there may or may not be opportunities to use English within the culture. In addition, for some of the students at ISE, English is in fact their third or possibly fourth language. The situation at ISE is an example of Brown's point that, "the multiplicity of contexts for the use of English worldwide demands a careful look at the variable of each situation before making the blanket generalization that one of two possible models, ESL or EFL, applies" (2000: 194). At ISE, perhaps the term "English language student" is more appropriate, but as the term ESL was used when I was conducting my research, I shall also use the term ESL when describing the students and classes in this thesis.

In September, 1998, the start of the 1998-99 school year, the year in which this research took place, the student roll was 314 students representing 19 different nationalities. In May, 1999, near the end of the 1998-99 school year the roll stood at 341 students representing 20 different nationalities. The average ESL class size at ISE was 8 students of mixed ages, nationalities and language levels. The students at ISE were in a privileged position in terms of the one-to-one attention which is possible. This is important in the context of RITE which relies on intensive, individual teaching. In the Middle School, beginner ESL students were pulled from the

mainstream Humanities classes, a combination of Language Arts and Social Studies programmes, plus an elective to attend ESL classes for a total of 12 hours each week. Intermediate ESL students were pulled from the mainstream Humanities classes to attend ESL classes for a total of 8 hours each week, and advanced ESL students were pulled from an elective to attend ESL classes for a total of 4 hours per week. Unlike in a bilingual school where the students receive some of their lessons in their first language, all classes at ISE are taught in English, except for the Spanish foreign language elective in High School. ISE follows a North American curriculum.

7.4 The subjects⁹

Sampling for this research was mainly based on convenience (Cohen and Manion, 1994: 88 -89). I did not have that many students to choose from because, as outlined above, ISE is a very small International school with a high student turn-over rate as companies move their workers from one factory to another as each project is finished. The four students were chosen as their parents assured me that they would not be leaving Thailand during the school year. The fathers of these children were involved in projects that would not be completed until at least the end of the school year. The four students, two girls and two boys, aged eleven to thirteen, representing four different nationalities, were chosen from an intermediate ESL class. The students'

⁹ The students' names used in this thesis are pseudonyms. I chose common names from Korea, Japan and Finland for the students coming from those countries and as the student who is from Taiwan prefers to go by an English name, I chose the English name "Jean" for her.

English levels were determined by standardised oral and written tests, along with several teachers' observations and comments.

Below are the self-reports the students prepared together with me in April, 1999.

These reports were written by the students using an outline I had provided. Additional information about the students from other sources, for example, students' report cards and other teachers' written comments, is also listed and was written by me, not the students.

7.4.1 Su Nam

Self-report

I am from Korea. I am 12 years old. I came to Thailand in August, 1997. I started studying at ISE in grade 5 in August 1997. I had not studied English in my school in Korea. I was placed in a beginner ESL class and received 12 hours of ESL instruction per week for the 1997-98 academic year. I have been in an intermediate ESL class since August 1998 and receive 8 hours of ESL instruction per week. I am in the regular grade 6 Mathematics/Science, P.E. and Elective mainstream classes. Last year I studied Korean at home for 5 hours per week, but I do not study Korean now.

I have one older brother who is also attending ISE. We speak Korean to each other. My father is a Factory Manager. My mother does not work here in Thailand nor did she work in Korea. My father speaks English well, but my mother doesn't speak English at all. I speak Korean to my parents. I have many friends from many countries and I use English to speak to them.

I live on a Golf Course Development near the school. There are only a few Korean families living there. I commute to school each day by bus. It takes me about 10 minutes to get to school. After school and on weekends, I play golf and talk to my friends.

I like speaking English because I can talk with my friends. I don't like speaking English because I can't understand English sometimes.

I am nutty, I do not listen well, and I sometimes like to tease people.

Other information about Su Nam

He has been described by other teachers as a quick and efficient worker, one who is confident in class and not afraid to ask questions, and a good problem-solver. He participates well in group work and does not let the fact that English is not his first language deter him from reaching his goals in the English-speaking mainstream classes. Su Nam is still studying at ISE and was placed in an Advanced ESL class in September 1999. He did remarkably well in the Mainstream classes and his assignments were not modified for him as they had been in the past. He was exited from ESL classes in January, 2000.

7.4.2 Jean

Self-report

I am from Taiwan. I am 11 years old. I came to Thailand in August, 1996. I started studying at ISE in grade 4 in August 1996. I had not studied English at my school in Taiwan. I was placed in a beginner ESL class and received 12 hours of ESL

instruction per week for the 1996-97 and 1997-98 academic years. I have been in an intermediate ESL class since August 1998. I receive 8 hours of ESL instruction per week. I am in the regular grade 6 Mathematics/Science, P.E. and Elective mainstream classes. I do not study Taiwanese or Chinese at home during the school year, but I go back to Taiwan to study during the July/August vacation period.

I have one older brother who is also attending ISE. We speak Taiwanese/ Chinese to each other. My father is a factory manager. My mother does not work here in Thailand nor did she work in Taiwan. My father speaks a little English but my mother does not speak English at all. I speak Taiwanese to my parents. My friends are from many different countries and we talk to each other in English.

I live in Chonburi. There are many Taiwanese families living there. I commute to school each day by car. It takes me about 20 minutes to get to school. After school and on weekends, I do my homework, read, go shopping and play.

I like speaking English because I can know more friends. I don't like speaking English because it is too hard for me.

I am shy, quiet, and not a good speaker.

Other information about Jean

Other teachers describe Jean as a shy, but friendly student. They comment that it is difficult to gauge how much she understands because she rarely speaks in the mainstream classes. She works hard but her lack of language keeps her from getting ahead. Jean is still studying at ISE and was placed in an Advanced ESL class in September 1999. She struggled to keep up with the work required in the Mainstream

Humanities class and continued to be very quiet in her classes. She received Advanced ESL support throughout the 1999/2000 school year. She was exited from ESL classes in September, 2000, but began receiving advanced ESL support once again in January, 2001.

7.4.3 Mayumi

Self-report

I am from Japan. I am 13 years old. I came to Thailand on August 1, 1997. I started studying at ISE in grade 6 in August 1997. I had not studied English at my school in Japan. I was placed in a beginner ESL class where I received 12 hours of ESL instruction per week for the 1997-98 academic year. I have been in an intermediate ESL class since August 98. I receive 8 hours of ESL instruction per week. I am in the regular grade 7 Mathematics/Science, P.E. and Elective mainstream classes. I study Japanese at home for 4 - 5 hours per week.

I have one younger brother who is also attending ISE. We speak Japanese or English to each other. My father is an Engineer. My mother does not work here in Thailand nor did she work in Japan. My father speaks English well, and my mother speaks English a little bit. I speak Japanese to my parents. Most of my friends are from Japan or Thailand and we talk to each other in Japanese or English.

I live in Sri Racha. There are many Japanese families living there. I commute to school each day by bus. It takes me about 1 hour to get to school. After school and on weekends, I go shopping.

I like speaking English because I can talk to people who are not Japanese. I don't like speaking English because my parents ask me to teach them English.

I am quiet.

Other information about Mayumi

When she first arrived at ISE she was described by other teachers as experiencing extreme difficulties in all subjects due to her lack of language. After six months it was noted that she had earned the respect of her classmates by solving most of the complicated Mathematics and Science problems. She was said to be making outstanding efforts to participate, even in classes where difficult vocabulary was introduced. In her second year at ISE she was described as an excellent student, motivated and very enthusiastic. She had progressed to the point where she could translate and help other Japanese students in the mainstream classes. Mayumi returned to Japan at the end of her second year at ISE.

7.4.4 Tero

Self-report

I am from Finland. I am 13 years old. I came to Thailand in July, 1997. I started studying at ISE in grade 5 in August 1997. I had not studied English in my school in Finland. I was placed in a beginner ESL class and received 12 hours of ESL instruction per week for the 1997-98 academic year. I have been in an intermediate ESL since August 98. I receive 8 hours of ESL instruction per week. I am in the regular grade 6 Mathematics/Science, P.E. and Elective mainstream classes. I study Finnish at my father's factory for one hour per week.

I have one younger brother who is also attending ISE. We speak Finnish to each other. My father is a factory manager. My mother does not work here in Thailand but

in Finland she was a teacher. Both my mother and father speak English well. I speak Finnish, and sometimes English, to my parents. Most of my friends are from Finland and we talk to each other in Finnish.

I live in Regent Park. There are many Finnish families living there. I commute to school each day by bus. It takes me about 45 minutes to get to school. After school and on weekends, I play SONY play station or soccer.

I don't really like speaking English but know I have to speak English in school. I don't like speaking English because it's hard.

I am nutty and I don't like to listen.

Other information about Tero

He has been described by other teachers as needing to slow down and take his work more seriously. It was felt that he did not put in enough effort and that his performances in all classes were far below what he was capable of doing. He did not participate well in group work and in all classes preferred to speak Finnish rather than English although it was apparent he understood quite a bit of what was said to him in English. His parents were quite concerned about his behaviour and the grades he received while at ISE, as he was a very high achieving student in Finland. They decided to leave Thailand after just two years, rather than stay for five years as they had originally planned, in order to return Tero to a Finnish school.

7.5 The interviewees

There were eight interviewees in total, four men and four women, all teachers at ISE. The interviewees came from the United Kingdom (3), New Zealand (2) and the United States (3). I initially approached the interviewees and asked them if they would be willing to be involved in the research. The interviews were held during the times I had my ESL students in class so I asked teachers who were not teaching at the same time to give up some of the preparation time each month to be interviewed by my students. I explained what the project was, why I was doing it and what their level of commitment would be. All the interviewees gave their permission for the interviews to be audio -taped, transcribed, and used in possible publications. I did not pay the interviewees for their involvement but regularly treated them to coffee and morning break cookies.

I asked the interviewees not to "teach" the students or to modify their ordinary speaking speed when being interviewed by the students. The students interviewed the same interviewee five times, and then spoke to a different interviewee for the sixth and final interview. I asked the students if they would like to speak with a man or a woman for the interviews and the boys said they would prefer to speak with a man and the girls said they would prefer to speak with a woman. In response to this the girls were paired with female interviewees and the boys with male interviewees.

7.6 The student-led interviews

The interviews were held once a month over a six-month period starting in September, 1998 and finishing in February, 1999. During the year the students moved from structured interviews to less structured interviews. In the beginning I provided the topics and helped the students with their questions employing the concept of scaffolding, a technique in which the teacher gradually lets the children take more and more responsibility for their learning. I became progressively less involved and the control was turned over to each student as he/she became more confident with the process.

The students wrote letters to the interviewees to set up times for the interviews, as well as thank you notes following each interview. The students prepared a list of questions for the interviewee and then practised their interviews with a classmate before the actual interview.

7.7 The transcriptions and the student – teacher review

Each interview was taped and the students transcribed the tapes in their journals. The students were given class time to do their transcribing. There were a variety of activities for the students to work on when they needed a break from transcribing or if they finished their transcriptions earlier than other students. Together the students and I reviewed the actual taped interviews, the transcriptions, and the journal entries,

during class time. This review work was also taped. I pointed out errors, as well as examples of excellent communication skills, to the students.

One of the purposes of the transcription process was to help the students review and reflect upon their oral transactions. Although the students never said, (and admittedly were never asked) they may have at first thought that it was an odd task to be asked to transcribe their oral work as faithfully as they could, which included transcribing grammatical errors. I told them they could, but did not have to, put the corrected version above the original, and some students, Mayumi in particular, did do this with various grammatical errors.

The transcriptions were also used as a diagnostic tool as they helped me to identify problem areas that I would not normally have had access to through oral work alone, for example spelling problems. I encouraged the students to guess when they were listening to the tapes. When the students were unsure about what they had heard on the tape, I advised them to leave blank spaces to indicate that they knew a word or phrase was needed, but did not know what it was. The students also left half-blanks to show me that they could hear some of the sounds of the word but did not know what it was. These blanks and half-blanks allowed me to discuss with the students whether they had misheard or misunderstood the interviewee. Sometimes the students had, in fact, understood the interviewee, and the problem was with spelling, or grammatical misunderstanding, not meaning. If the problem was with spelling or grammatical understanding, this then gave us the opportunity to review the word or concept. If the

problem was with meaning, this then gave us the opportunity to discuss what the interviewee had said, and work out the meaning together.

7.8 Students' journals

After each interview the students reflected in their journals about their performances. The journal work was assigned for homework or could be done in class if the students finished their other class work early. The students reviewed their errors, and achievements, and wrote about them in their journals. The students were given guided questions, outlined in the appendices, and were also encouraged to write about whatever they wanted as well.

7.9 Feedback from the students

At the end of the interview cycle I wrote feedback letters to the students outlining my impressions of what the interview process had been like for them. The students then wrote back to me either confirming, or refuting, what I had said. I also asked the students to complete anonymous questionnaires regarding the RITE technique.

7.10 Feedback from the interviewees and other ESL teachers

I asked the interviewees for feedback after interviews three, five and six. Their comments were used for research triangulation purposes but were also used as a

teaching tool as I shared the interviewees' comments with the students. I also asked two other ESL teachers to listen to and discuss interviews one and six.

I now had a wide variety of sources of information. With the data collected from a small number of students, I was in a position to see how their communicative competence developed over time, and to consider possible beneficial aspects of the RITE technique to ultimately help solve my puzzle area of the challenges of teaching in order to help students develop communicative competence.

Chapters Eight and Nine will now examine the data, or interpret the outcomes in Exploratory Practice terminology. In Chapter Eight, I investigate the communicative misunderstandings that occurred in the interviews, and in Chapter Nine, I view the data from a developmental perspective.

Chapter 8: Analysis of Communicative Misunderstandings

8.1 Introduction

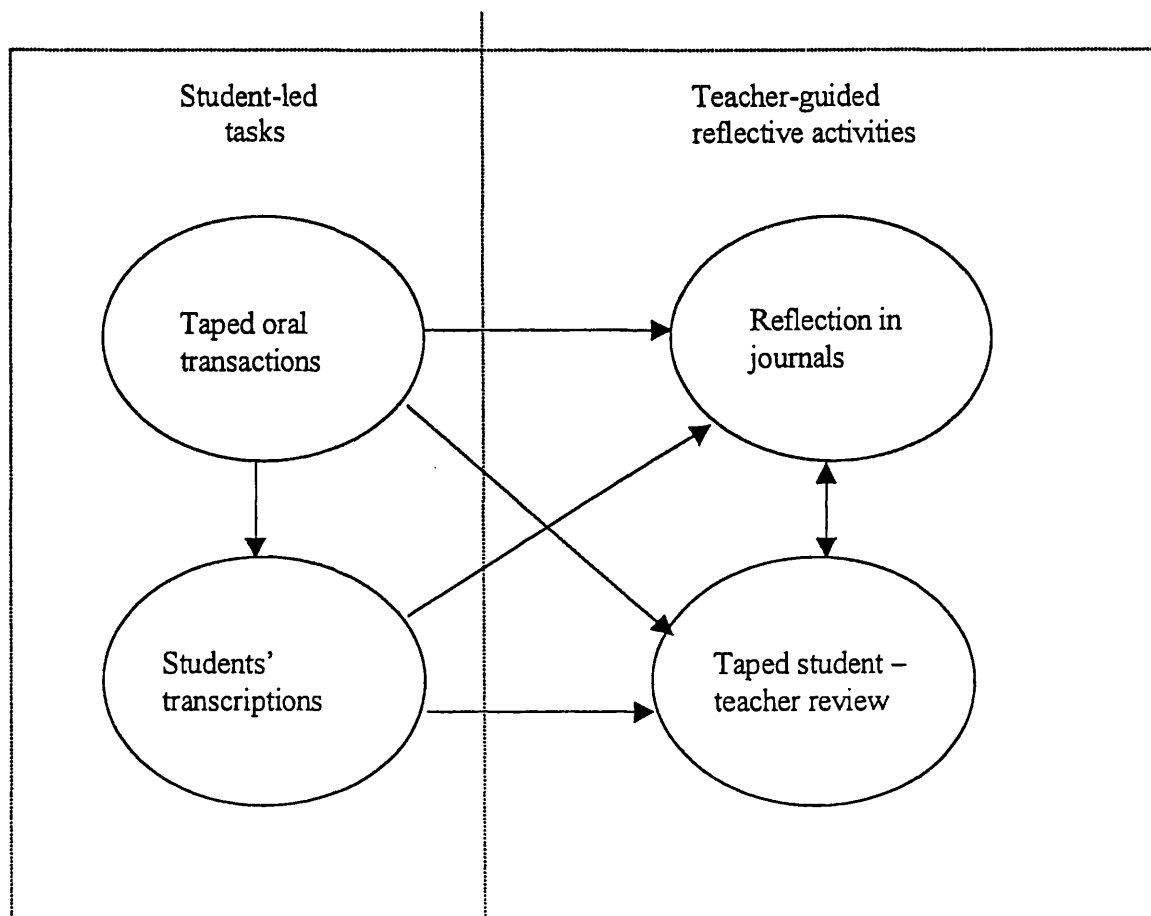
As discussed, the data in this research were collected for the purposes of 1) investigating the challenges of educating for foreign language communicative competence and 2) examining what can be learned about the development of foreign language communicative competence over time. This research was born out of pedagogical concerns that I had as a teacher. It is a personal exploratory practice investigation of my own classroom teaching, as well as of the development of my students' level of communicative competence. In light of this, in the student – teacher review, I can be seen to be guiding my students and asking leading questions. This is not considered to be negative in qualitative research, or in Strauss and Corbin's Grounded Theory analysis. As Sarantakos explains, "qualitative research is based on the notion of subjectivity, which allows personal expression and individuality, not only in approaching subjects, but also in generating and analysing data" (1993: 301).

As discussed, the RITE technique comprises an iterative cycle of student-led oral transactions followed by the students' transcriptions of their oral transactions.

Through this process the students are asked to review and reflect upon their oral transactions and the written production of their oral language focusing on the errors they made in both processes. During the student-teacher review, the students and I discussed and examined the errors that the students made as observed by both the

students and myself, as well as the commendable aspects of the interview. The errors were of interest to me as a teacher, and were used as a diagnostic tool to help inform pedagogical practice. In this research, however, it is the students' reflections and comments on their transactions and errors, as well as the errors themselves, that inform the data analysis. The student-teacher-review and the students' journal entries added the students' voices to the data analysis, emphasising the importance of their role in this Exploratory Practice research. The reflective element is captured in the students' journals and in the student-teacher review. Figure 8.1 illustrates the student-led activities in relation to the teacher-guided reflective activities.

Figure 8.1 Capturing the students' reflections of their oral performances



8.2 Initial data analysis

One way of looking at this data is to separate the oral work and the transcriptions in the coding process and categorise the oral errors from the oral interviews, followed by the transcription errors, and this was, in fact, my first approach. However, in doing this there was some confusion as to whether I was interested in the study of errors or communicative competence. By separating the oral and written work in the way that I did, and by focussing mainly on linguistic errors, I missed a number of good examples of communicative understanding: the example of Jean, for instance, writing "*My home is there*" when the interviewee actually said, "*Where my house is*". By coding this exchange as an error, because what Jean wrote was different from what the interviewee had said, I placed more emphasis on exact dictation of oral work rather than bringing in the importance of understanding meaning as shown through the student's rewording.

8.3 Revised data analysis

In light of these kinds of observations from others, and in reconsidering my approach to adopt a clearer focus on discovering the challenges of teaching communicative competence, and examining the development of communicative competence over time, I once again went back to my data following the steps of Grounded Theory data analysis as suggested by Strauss and Corbin (1998). Strauss and Corbin support revisiting formerly analysed data or previously collected data and examining the data

a second time with a different focus. As they explain, "essentially working with already collected data is no different from doing secondary analysis on one's own data or on someone else's data – perhaps long since collected" (Strauss and Corbin, 1998: 280). By looking at previously collected and or analysed data with a different focus, it is still possible to conduct inductive data analysis. Rather than focusing on errors, or the differences between what the students wrote and what was actually said, in the interviews, this chapter focuses on the analysis of *communicative misunderstandings*. Chapter Nine will focus on the analysis of developmental perspectives of communicative competence over time.

Sarantakos (1993) explains that, regardless of which qualitative method has been chosen, data analysis in qualitative research is a cyclical process of data reduction, data organisation and interpretation. Data reduction "refers to the process of manipulating, integrating, transforming and highlighting the data" (Sarantakos, 1993: 300). Data organisation is "the process of assembling information around certain themes and points, categorising information in more specific terms, and presenting the results in some form" (Sarantakos, 1993: 301). Interpretation "involves making decisions and drawing conclusions related to the research question" (Sarantakos, 1993: 301). In Strauss and Corbin's Grounded Theory, data reduction and data organisation come under the headings of open, axial and selective coding. These concepts are explained by Strauss and Corbin as follows:

In open coding, the analyst is concerned with generating categories and their properties and then seeks to determine how categories vary dimensionally. In axial coding, categories are systematically developed and linked with sub-categories. However, it is not until the major categories are finally integrated to form a larger theoretical scheme that the research findings take the form of theory. Selective coding is the process of integrating and refining categories (1998: 143).

The refined categories are then used to build, or add to existing, theories (Strauss and Corbin, 1998).

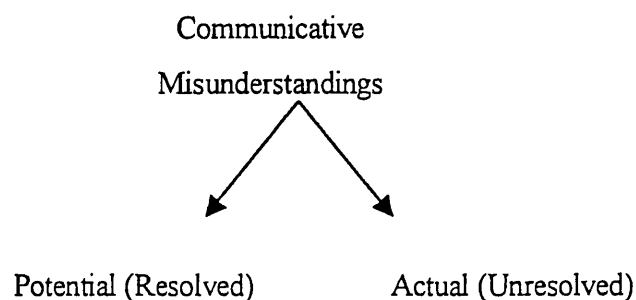
I began with a microanalysis of my data, which Strauss and Corbin define as, "the detailed line-by-line analysis necessary at the beginning of a study to generate initial categories (with their properties and dimensions) and to suggest relationships among categories; a combination of open and axial coding" (1998: 57). I worked through each student's six interviews, their transcriptions and the student - teacher review. It was difficult to assess from the oral work alone whether the students had experienced a communicative misunderstanding or not for several reasons. For example:

- the context of a student-led interview situation had a well defined beginning and end,
- the students had prepared questions to move on to which could potentially help to avoid long pauses in the conversation when the students did not know how to respond to what the interviewee had said,
- the students used words such as, "oh" "yeah" etc. to keep the conversation moving,

- the students did not always ask for clarification to signal a possible lack of understanding,

The incidences of communicative misunderstandings can be seen to be the joint responsibility of both the students and the interviewees. There were times when the interviewees suggested that they did not understand the students by asking for clarification or by otherwise indicating they could not understand the students' questions. There were examples where the students also asked the interviewees for clarification. However, the bulk of communicative misunderstandings were not immediately obvious, but became evident in the student-teacher –review when the students told me they could not understand the interviewee, or when I asked the students if they had understood or not. Two important components of the RITE technique, the transcription process and the student-teacher review, thus allowed me to access information which otherwise might have been hidden. From this first level analysis I found two core categories which I called Potential and Actual Communicative Misunderstanding.

Figure 8.2 **Categories from the coding process**

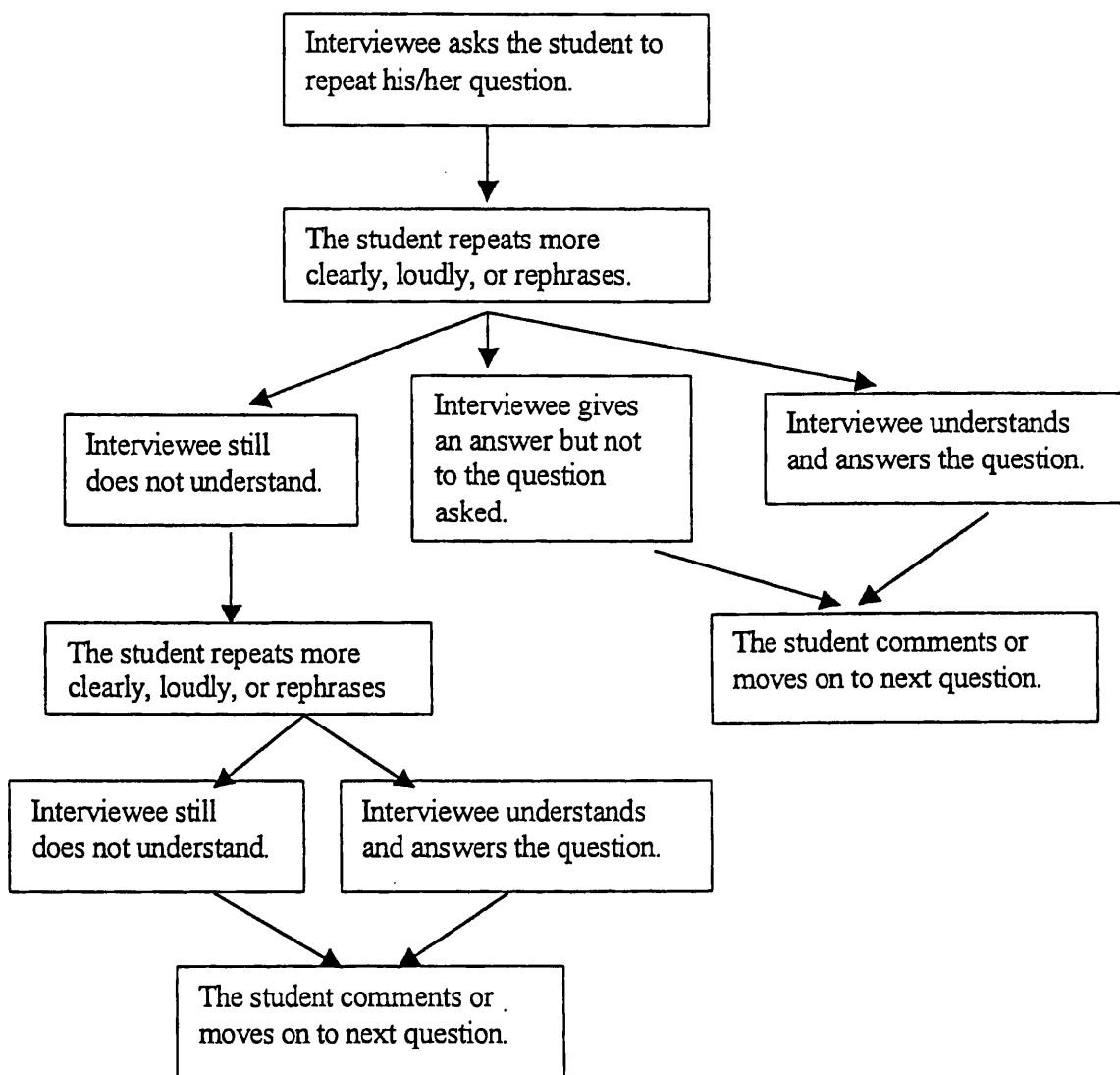


8.4 Potential communicative misunderstanding

Examples where the interviewees asked for clarification or otherwise indicated they could not understand the students' questions emphasise Savignon's (1983) point that interaction between the competence of both speakers is an important variable to consider. The interviewees were all adult native-English speakers who were also teachers in an international school. Only one of the teachers had any formal ESOL training, but all had a number of years experience teaching and working in international contexts. These teachers could most probably be relied upon to "second guess" what the students were trying to say, and indeed, the interviewees often tried to clear up potential misunderstandings by asking the students to repeat their questions or by rephrasing what the students had said. There are, however, examples in the data where the interviewees did not try to clarify what the student had tried to say, and where they instead gave an answer to the question they thought the student was asking, or simply told the student that they did not understand.

Once I had isolated the instances of where the interviewee asked for clarification I went back to look for the cause of the potential or actual miscommunication. There appeared to be three main reasons why the interviewees asked the students to repeat their questions: the students' pronunciation, the students' wording of the questions, and the volume of the students' voices.

Figure 8.3 Clarification requests from the interviewees



In the first interview, Su Nam and his interviewee, Mr. R, experienced a potential communicative misunderstanding when Su Nam asked about Mr. R.'s children. Su

Nam's pronunciation of "son or daughter" was understandable to me¹⁰, but when he asked the question he lowered his voice so that he was no longer speaking as loudly as he had been previously. As can be seen in the example below, Mr. R. repeated Su Nam's question pausing expectantly after "like". Su Nam picked up the pause and filled in the word "son".

From interview one¹¹

19. *Su Nam:* *Do you like your son or daughter very much?*
20. *Mr. R:* *Do I like my?*
21. *Su Nam:* *Son.*
22. *Mr. R:* *My son?*
23. *Su Nam:* *Yeah.*
24. *Mr. R:* *Yeah, I have a son. Yeah I love my son.*
25. *Su Nam:* *How old is your son?*
26. *Mr. R:* *My? How old is he? He is, ah, three.*
27. *Su Nam:* *He is three?*
28. *Mr. R:* *Yeah. He is three years old.*

In the student-teacher review Su Nam explained that this was an extra question, and the reason it was phrased the way it was, is that he did not know if Mr. R. had a boy

¹⁰ Su Nam and I discussed the fact that he and I have worked together for a long time and that I can understand what he says and he can understand me. In his 13 Oct. 98 journal entry Su Nam wrote: *It was good when I worked with teacher Ms. Gunn and she recorded the tape again for she won't forget. We talked about my interview. She asked to me why does not Mr. R doesn't understand some words. I think because I study with Ms. Gunn long time and she knows my sound.*

¹¹ The complete set of transcriptions for all four students can be found in the appendices. The line numbering in each example in the main body of this thesis corresponds to the line numbers from the transcription from which the example has been taken, where each turn, rather than each line, is numbered.

or a girl. In my initial data analysis I thought that when Su Nam repeated back the statement, "He is three?" he was checking his understanding. After reviewing the student-teacher review work, and listening to the tape again, I discovered that Su Nam was actually expressing surprise that Mr. R.'s son was three years old. Su Nam was expecting Mr. R.'s son to be much younger because he had seen Mr. R. with a baby at school.

Student-Teacher review

27. Ms. Gunn: OK. Was this question an extra question that you added?
28. *Su Nam:* *Yeah. I see him at school with his baby so I ask*
29. Ms. Gunn: Oh. So you didn't know if the baby was a boy or a girl?
30. *Su Nam:* *No.*
31. Ms. Gunn: Ah. It seems like he didn't quite know what you were asking here. I think your voice went a little low. Let's just listen again.
32. *Su Nam:* *Yeah. I don't know boy or girl so I say "son" ... (listen to tape)*
33. Ms. Gunn: Were you surprised when he told you his son was three?
34. *Su Nam:* *Yeah because I see him with a baby.*
35. Ms. Gunn: OK. I understand now. Mr. R has two children, a boy and a girl. The baby is a girl, but I guess when you said "son" he thought you wanted to know about the boy.
36. *Su Nam:* *Oh. I thought he have just one baby. (listen to tape)*

Here, then, the review in the RITE technique allowed for much greater understanding by both Su Nam and myself of the communicative process.

In the next example, Ms. P. did not understand Mayumi's pronunciation of the word *seasons*, which Mayumi pronounced as *sheesons*. Like Mr. R. above, Ms. P. repeated part of the question and paused expectantly. Mayumi repeated several times until she said the word clearly enough for Ms. P. to understand.

From interview two

1. *Mayumi: This time, let's talk about New Zealand and Thailand. How many seasons does New Zealand have?*
2. *Ms. P: How many...?*
3. *Mayumi: Seasons.*
4. *Ms. P: Cheeses?*
5. *Mayumi: Seasons.*
6. *Ms. P: Seasons?*
7. *Mayumi: Yeah.*
8. *Ms. P: How many seasons? Four. Four seasons.*
9. *Mayumi: Same as Japan.*

Student – teacher review

7. *Ms. Gunn: What happened here? What do you think happened here with the "seasons"?*
8. *Mayumi: Ah. She can't hear "seasons".*
9. *Ms. Gunn: So, were you surprised when she said, "cheeses"?*
10. *Mayumi: Yeah.*
11. *Ms. Gunn: But she understood when you said it again more clearly.*
12. *Mayumi: Yeah.*

Savignon suggests that communicative competence "depends on the co-operation of all the participants involved" (1983: 9). The examples above, although interviewee-initiated, show both the students and the interviewees working together to avert a potential communicative misunderstanding. There are also examples where the students realised that the interviewee had not understood and took the initiative to correct the situation. In interview two, for example, Dr. W. did not answer Tero's question because of Tero's pronunciation of the word *population*. Tero tried again, still mispronouncing the word, but coming close enough so that Dr. W. could understand the question.

From interview two

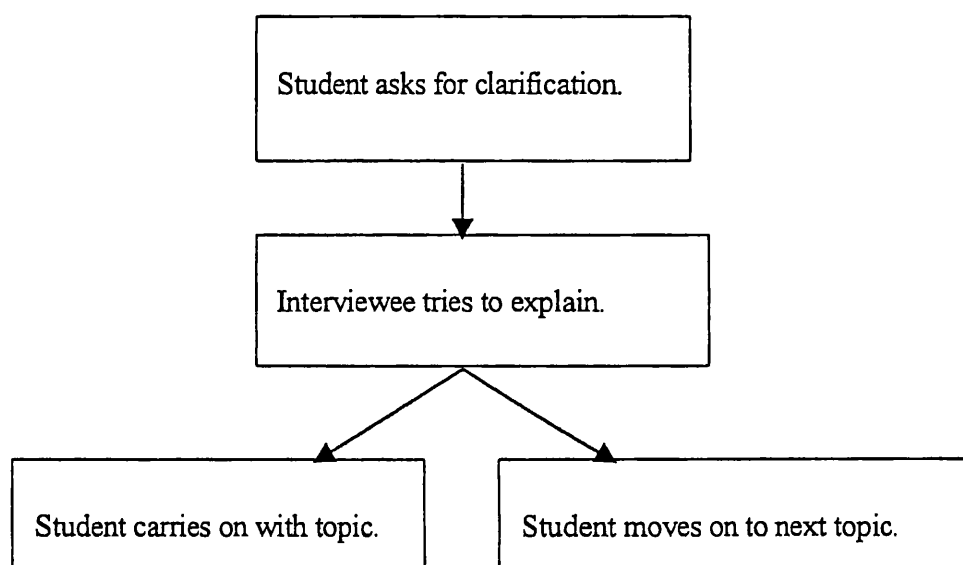
- 11. Tero: Ah. Do you the polan of America?
- 12. Dr. W: (long pause) no answer.
- 13. Tero: *The polation of America?*
- 14. Dr. W: Not exactly. About seven billion people but ...

Student – teacher review

- 43. Ms. Gunn: OK. (listen to tape) OK. This was really good. He didn't understand "polan" so you changed and he then understood that "polation" meant "population".
- 44. Tero: *Yeah.*
- 45. Ms. Gunn: Where does "polan" come from? Is it Finnish?
- 46. Tero: *No, but I knew after I say "polan" that it's not right so I try what I think is better.*
- 47. Ms. Gunn: Well, I think that's great that you didn't just leave it.

The students also sometimes took the initiative and asked for clarification when they did not understand the interviewees' answers. There seemed to be two main reasons why the students asked the interviewees to repeat: 1) the interviewee's pronunciation and 2) when the interviewees used words which were unfamiliar to the students.

Figure 8.4 Clarification requests from students



In the example below, Su Nam did not understand that Mr. R. was talking about a driving holiday in his car. Su Nam had commented earlier that Mr. R.'s pronunciation was different from the North American accent with which he was more familiar. New Zealanders normally do not pronounce the "r" sound at the end of words, so that the word "car" sounds like "cah" to me and as Su Nam said, "cow" to him. In this example, Su Nam was not able to understand Mr. R. as he was not familiar with the different accents in English.

From interview four

8. Mr. R: Ah. Well I'd just got married and we travelled around all through Turkey in our car and camped. It was a lot of fun.
9. Su Nam: *What was that call?*
10. Mr. R: What was that?
11. Su Nam: *Call? That holidays?*
12. Mr. R: It was a car. You know driving in a car.
13. Su Nam: *Oh!*
14. Mr. R: We drove the car all around.

Student-teacher review

35. Ms. Gunn: (listen to tape) OK. He said, "car".
36. Su Nam: *I thought he said, "cow".*
37. Ms. Gunn: It was by car. I think you thought it had a special name. But it was just a holiday in the car, instead of by train, or bus.
38. Su Nam: *Oh. (listen to tape)*

In the next example, Mayumi heard the word, *curriculum*, and realised in the actual interview that she did not know what it meant. *Curriculum* is not a word that we had studied in class, and as Mayumi's parents are not teachers, it may be a word she had not heard at home either.

From interview three

- 13 Mayumi: *What do you usually do?*
- 14 Ms. P: In my holiday?

15 *Mayumi: Yeah.*

16 Ms. P: Well now if it's the summer holidays, I do summer school, for the first four weeks. In fact I had Yuta¹² at summer school last year. And I loved having him. I enjoy summer school because it's a lot of fun and you don't have to worry about the curriculum, the things that we have to do to through a school year with you. So I like that. And then after summer I just, after summer school I just take time to relax before school starts again. Ah, Christmas holidays, we have a big Christmas party which we do every year.

17 *Mayumi: Umhm.*

18 Ms. P: I am not sure about this year. We might have break from it.

19 *Mayumi: Ah. Do you, do you, do you read books or something in holiday?*

20 Ms. P: I read lots of books. I read lots of books. I watch lots of movies.

21 *Mayumi: What kind of book do you read?*

22 Ms. P: I can read any kind of books. I read some books that are very badly written books. I call them "Trash".

23 *Mayumi: Trash.*

24 Ms. P: But then I, to relax with. And then I can read school books. I can read any kind of books. I love to read.

25 *Mayumi: What is curriculum? You say in summer holiday you did in summer school.*

26 Ms. P: A curriculum?

27 *Mayumi: Yeah.*

28 Ms. P: Curriculum is what teachers have to teach in a school year. I have a grade three curriculum for Maths and Science and Language Arts. I have to make sure that I teach all my grade three students those things. And then they're ready for grade four. OK? That's the curriculum.

¹² Yuta is Mayumi's brother. He was originally placed in a grade two class but was transferred into Ms. P.'s grade three class after one month, after the interviews had already started.

It appeared that Mayumi had no previous knowledge of the word *curriculum* and could not quite understand the connection between *curriculum* and *summer school*, even though when Ms. P. first used the word *curriculum* she explained what it meant. Mayumi, however, avoided a communicative misunderstanding by returning to ask what *curriculum* meant later on in the interview.

The aspects of communicative competence highlighted by this first category of potential communicative misunderstandings are:

- the importance of communication strategies, by both the student and the interviewee,
- pronunciation and other presentation factors such as volume of the speaker's voice for both the student and the interviewee,
- shared background information.

These factors, and their role in the development of communicative competence, will be discussed in more detail in Chapters Ten and Eleven, along with the pedagogical and theoretical implications.

8.5 Actual communicative misunderstandings

As the students and I listened to their taped interviews, we followed along together with the transcriptions. When the students left a blank or half-blank or used a word that was different from what the interviewee had said, I would stop the tape and we would talk about it. The students then either explained to me that they had in fact

understood the meaning of what the interviewee had said, but were not sure of the spelling or exact word, or asked for help with the item in question. The actual communicative misunderstandings can be categorised into four areas:

- Recognised misunderstandings of the main message: the student knows that there has been a communicative misunderstanding (either on his / her part or the interviewee's part).
- Unrecognised misunderstandings of the main message: the student or the interviewee is unaware that there has been a communicative misunderstanding.
- Recognised misunderstanding of incidental comments / vocabulary: the student or interviewee has understood the main message and is able to carry on with the conversation, but is unsure about the exact word used by the interviewee or the student.
- Unrecognised misunderstanding of incidental comments / vocabulary: the student has understood the main message and is able to carry on with the conversation even though he / she has misunderstood a familiar word used in an unfamiliar way.

8.5.1 Recognised misunderstandings of the main message

In the example below, Dr. W. did not ask for clarification but I am assuming that his long pause made Tero realise that Dr.W. had not understood the word, "children". Tero then tried to ask his question in a different way. When Dr. W. still didn't understand, Tero decided to give up and moved on to his next question.

From interview one

9. Tero *Do you like children - children?*
10. Dr. W.: no answer - pause
11. Tero *Do you like children? Like little kids?*
12. Dr. W.: I don't understand.
13. Tero *OK. Do you like music?*

Student – teacher review

19. Ms. Gunn: What happened here?
20. Tero: *He don't know "children".*
21. Ms. Gunn: Well, I think he knows what children are, but you are saying it with a "sh" sound, instead of a "ch" sound. I'm hearing "shildren" not "children".
22. Tero: *Oh.*
23. Ms. Gunn: But this is good here, you tried to say it another way.
Tero *But he say "I don't understand."*
24. Ms. Gunn: Yes, so you left it.
25. Tero: *Yeah.*
26. Ms. Gunn: Why?
27. Tero: *Ah... I don't know... He don't know....*
28. Ms. Gunn: OK. (listen to tape)

It appears, then, that the combination of Tero's pronunciation and Dr. W.s' lack of assistance contributed to this communicative misunderstanding. Both parties were aware of the problem, but it remained unresolved.

In the passage below, Mrs. L. did not hear the word "short" in Jean's question and so did not give the information that Jean was looking for. On the tape, Mrs. L. paused for short time after she repeated back what she thought was Jean's question. Jean did not say anything at this point, so Mrs. L. answered the question that she had repeated back to Jean.

From interview # 4

5. Jean: *Where do you go when it are a short holiday?*
6. Mrs. L: Where, where do I go when it's my holiday? (short pause) OK.
I go to di, different places. If it's a long holiday at summer time
I'll, I went to France last summer where my house is. But then
I travelled down to bottom of France and to the border of
Spain. I have been to different places. I have been to, through
Saudi Arabia, to Oman and the Emirates. And I've been to
Greece and all sorts of different countries in Europe.
7. Jean: *(long pause)Is there fun? (barely audible)*
8. Mrs. L: Long pause. No answer.
9. Jean: *Fun? Is there fun? (slightly louder)*
10. Mrs. L: Oh. Is it fun? Is it fun? OK. Yes. I like going on holiday. I
went, last summer I went camping and that was a lot of fun.
And we went up a mountain and it was nice to be outside not
be restricted and, it's fun.

Student-Teacher Review:

19. Ms. Gunn: Now, there's a little problem here. Did she understand your
question?
20. Jean: No.

21. Ms. Gunn: OK. So what did she misunderstand?
22. Jean: *She said all her holiday.*
23. Ms. Gunn: Yeah. So do you think she heard this word "short"?
24. Jean: *No.*
25. Ms. Gunn: Probably not. (listen to the tape).

In the example above, Mrs. L. made an attempt to check her understanding of Jean's question. Jean did not respond and so did not get the information she was looking for. Jean, however, still attempted to carry on with the conversation, and after a long pause asked another question, "Is there fun?" which Mrs. L. again did not quite understand and repeated it back as "Is it fun?" She again paused after asking the question and when Jean did not say anything, Mrs. L. then went on to tell Jean about another holiday she had taken in the past when she had gone camping. In this example, Jean recognised that Mrs. L. did not understand what she was asking, and although Jean had understood the main ideas of Mrs. L's answers, Mrs. L. did not understand the main of idea of Jean's questions. Although there was some communicative misunderstanding, there was not communicative breakdown as Jean kept trying.

In the example below, Su Nam's grammatically incorrect question, "Does New Zealand better than when you lived in New Zealand?" was not clear to Mr. R. and although he asked for clarification, Su Nam was not able to rephrase the question to obtain the information he wanted. He did, however, keep the conversation going, but his use of "yeah" in response to Mr. R.'s two questions seem to indicate that Su Nam

did not quite understand Mr. R.'s queries. Su Nam then made a subtle topic shift to ask where Mr. R. stayed in New Zealand. Su Nam was able to tell me that he knew that Mr. R. had not understood him, and could also explain what he wanted to ask.

From Interview five

9. *Su Nam:* Does New Zealand better than when you lived in New Zealand?
10. *Mr. R:* Was it better?
11. *Su Nam:* *Yeah.*
12. *Mr. R:* What? Better to visit?
13. *Su Nam:* *Yeah.*
14. *Mr. R:* Oh. I didn't, it's good to visit a country. You see, you can remember the good things.
15. *Su Nam:* *Um. Did you stay with your family?*

Student – teacher review

9. *Ms. Gunn:* Oh, I see. He didn't really understand this question.
10. *Su Nam:* *I know.*
11. *Ms. Gunn:* What did you want to ask him here?
12. *Su Nam:* *So, when he lived in New Zealand maybe things were better than or different than now.*
13. *Ms. Gunn:* Oh. I see. So maybe you could have asked if things have changed in New Zealand. I think he thought you were asking about the trip.
14. *Su Nam:* *Yeah, I think so. (listen to tape)*

In spite of the fact there were times when the students had not understood (and recognised that they did not understand) the main message in the actual interviews,

they were still able to continue the interviews and thus maintain communication.

Sometimes the students carried on with the same topic with a different focus, and sometimes they changed the topic completely.

8.5.2 Unrecognised misunderstandings of the main message

In the following example Mayumi misunderstood part of the main message, but did not realise it until the student-teacher review. Ms. A. and her husband came to Thailand because of her husband's job. They had not been to Thailand before. Mayumi's transcription¹³ is included in the example below as it revealed that Mayumi thought that Ms. A. and her husband had been to Thailand before and had planned to return, which was not the case. This misunderstanding did not interfere with Mayumi continuing with the conversation and asking appropriate questions about Thailand.

From interview six

89 Mayumi: *(laughs) Why did you come to Thailand?*

Why did you come to Thailand?

90 Ms. A: Because my husband is an engineer and he got sent over here.

Because my husband is an engineer and he got _____
again.

91 Mayumi: *And you, you, you became teacher.*

And you you you became teacher.

¹³ In all of the examples including the student's transcription, my transcription is given first, followed by the student's transcription which can also be identified by the different font.

- 92 Ms. A: I taught in England. I've been teaching for six years. And so, I applied for a job here. And I was lucky. I got a job.
I taught in England. I've teaching for 6 years. And so, I planned to jump here. And I was lucky that I get job.
- 93 Mayumi: *Oh. What do you like about Thailand?*
Oh. What do you like about Thailand?
- 94 Ms. A: The food.
- 95 Mayumi: *Food?*
- 96 Ms. A: I really like Thai food. I think it's beautiful. And I think the people are lovely. Because they are different to English people. I like the way they live their life. It is much slower. And they are very patient.
Food. I really like Thai food, it's beautiful. I like people and look like because they different to English people. I like way to life it is much slower. That's very patient.
- 97 Mayumi: *Oh. What is patient?*
What is patient?
- 98 Ms. A: When you don't get angry easily. When you are calm.
When you don't get any _____ when you are calm.

Student – teacher review

53. Ms. Gunn: Oh. "And he got sent over here".
54. Mayumi: *Where does the again come from? (laughs)*
55. Ms. Gunn: I don't know. (laughs) (listen to tape) "I applied for a job here".
56. Mayumi: *Oh. A job here!*
57. Ms. Gunn: Yeah. Good guessing though. (listen to tape) "I like the way they live their life. It is much slower".
58. Mayumi: *Oh.*

59. Ms. Gunn: (listen to tape) OK. "You don't get any"... oh ... I think she's saying "You don't get angry". I'm not sure.
60. Mayumi: *Oh, not "any"?*
61. Ms. Gunn: Let's listen. (listen to tape) Yeah. Angry. This is good though. This shows me you were really listening to her but you didn't know the vocabulary.
62. Mayumi: *Is it from Dark King? "Patient"?*
63. Ms. Gunn: Oh yeah - it is. "Patient" and "patience". Good memory.

Once I pointed out to Mayumi that the missing word was "angry", in Ms. A.'s definition of "patient", Mayumi was then able to link "patient" to a story we had read together in class a few weeks prior to this conversation. Although she asked Ms. A. about it in the interview, she was still unclear about its meaning until she put it into a familiar context, the story, *Dark King*. This example demonstrates one of the benefits of the discussion aspect of the student-teacher review. Together the student and the teacher can unpack communicative misunderstandings and rebuild using the student's own experience.

8.5.3 Recognised misunderstanding of incidental comments / vocabulary

In the example below, Su Nam understood the main idea that Mr. R.'s favourite season is Autumn, but as Su Nam pointed out to me, he did not understand the reason why. Su Nam's transcription is included here as it was his guess, "felling up the tree" that caused me to stop the tape and ask him about the transaction.

From interview two

7. *Su Nam:* *What is your favourite season in New Zealand?*
What is your favourite season in NZ?
8. *Mr. R:* I think Autumn.
I think Autumn.
9. *Su Nam:* *Why?*
Why?
10. *Mr. R:* Ah, because it's really pretty. The leaves are falling off the trees. It's really, really beautiful.
Oh -because it really pretty the leave felling up the tree.
It really really beautiful.
11. *Su Nam:* *What's the population of New Zealand?*
What the population of NZ?

Student – Teacher Review

13. *Su Nam:* *I think the "leave" spell is wrong.*
14. *Ms. Gunn:* No, you just need an "s" – let's listen to what he says again for these words here. (listen to tape)
15. *Su Nam:* *Oh, it is.*
16. *Ms. Gunn:* Yes. And here, do leaves fall up?
17. *Su Nam:* *I don't understand that part.*
18. *Ms. Gunn:* OK. Let's listen again. (listen to tape)
19. *Su Nam:* *Oh – leaves falling down!*
20. *Ms. Gunn:* Yeah – leaves fall down but he actually said, "falling off" the trees, but you're right, when they fall off they fall down.
(listen to the tape).

When we listened to the tape again together, although Su Nam did not catch the exact words used, he was able to catch the main idea of why Mr. R. liked Autumn.

In the next example we see how another student coped with not being able to understand an interviewee. Mayumi and Ms. P. had discussed the Beatles in interview four, and in interview five Mayumi returned to this topic to get more information. Although Mayumi understood the main message, she did not understand the phrase "shot and killed" used in the interview by Ms. P.

From interview five

32. Ms. P: We talked about it before. And you know it was just my favourite present.

33. *Mayumi: Yeah.*

34. Ms. P: Right. And now they don't sing together any longer. But there is, ah, have you heard of Paul McCartney?

35. *Mayumi: I don't know.*

36. Ms. P: No? He has made a name for himself outside of The Beatles.

37. *Mayumi: On his own?*

38. Ms. P: Yeah outside of The Beatles. Another one in the group was shot and killed in New York City. I don't know maybe twenty years ago. But they were just, I just loved their music.

39. *Mayumi: So three people in Beatles?*

40. Ms. P: Four.

41. *Mayumi: Four.*

42. Ms. P: All men. All from England from a city called Liverpool in England. And you know they just had in, made incredible music. Even today people love to listen to their music.

Student – teacher review

13. Ms. Gunn: Now this one, it was John Lennon who was shot and killed.
14. Mayumi: *I thought it was name of him at first.*
15. Ms. Gunn: So you thought his name was, "Shot"?!
16. Mayumi: *Yeah. And "Killed" was other name. So I thought there are three people in Beatles, but she said four.*
17. Ms. Gunn: Oh.
18. Mayumi: *But I ask other people and now I know. (listen to tape)*
19. Ms. Gunn: Here, "incredible" music. That means really great.
20. Mayumi: *Oh, I thought "in cretable" was another city.*
21. Ms. Gunn: Good guess. (listen to tape)

From the student-teacher review we can see that Mayumi was still unsure in the interview about the number of people in the Beatles. Mayumi was not familiar with the phrase, "another one was shot and killed" and as such, relied on her grammatical knowledge to interpret this phrase to mean the two other members were named "shot" and "killed" and they, along with Paul McCartney, were the three members of the band. In my opinion, given the names of some rock stars today, this was an intelligent guess on Mayumi's part, and it also made sense from the sentence structure Ms. P. used. Another example of intelligent guessing on Mayumi's part is her explanation of "in cretable" as being another city's name, which again makes sense if "in" is viewed as a preposition instead of as part of the word itself. Mayumi continued to ask about the Beatles for a little longer, but finally left that topic, still unclear on the band members' names. She then later asked her friends about the Beatles. Mayumi also comments on this in her 18 January, 1999 journal entry. She wrote: *I ask about*

Beatles. They are 4 people. I know that for sure, but I don't know their names. It's too hard to say and I forget it. For Mayumi, the activities of the RITE technique encouraged her to correct her substantive as well as linguistic misunderstandings.

In interview two, Mayumi came across an unfamiliar word, in this case, "treks". In her transcription given below, Mayumi wrote "tricks" for "treks". However, the phrase, "there are lots of tricks for families" did not have any meaning for her and she asked me about it in the student-teacher review.

From interview two

22. Ms. P: In winter you can go skiing. Ah, there are lots of treks for families to take in very beautiful, surroundings, and ah, there are some lovely lakes that you can go by boat and travel around the lakes, water ski, you can go fishing. There's lots to do. Lots outside, lots to do outside. You know.
- In winter you can go skiing. Ah...there is a lot of tricks for family to take them beautiful, so rounding and a grass and lovely lake _____ go by boat and _____ around the lakes, water ski, you can go fishing lots to do. Lots outside to do outside. Yeah.

Student- teacher review

29. Ms. Gunn: It's OK. (listen to the tape) (reading from journal) "there're lots of tricks"?
30. Mayumi: Yeah. What is this?

31. Ms. Gunn: Well, a trick is when you play a game on someone, remember at Hallowe'en? But that's not what she said, actually. She said, "lots of *treks*."
32. Mayumi: *Oh. What's this?*
33. Ms. Gunn: Treks. Those are hikes, hikes in the mountains or long walks that you take. So for example we can take a trek on Mount Fuji in Japan.
34. Mayumi: *I don't want to!*
35. Ms. Gunn: But lots of people do. And in New Zealand, lots of people go on treks, because it's a very – ah - outdoor country. (listen to the tape)

In the above example, the transcription activity of the RITE technique was particularly useful in allowing me access to Mayumi's "mishearing". As a result, I was able to clear up a linguistic misunderstanding that I would have otherwise been unaware of.

Below, we can see another example of how the transcription aspect of the RITE technique allows access to students' "mishearing", picking up the complexity of communicative misunderstandings. In this example, Tero left a blank for the word, "visa". He was able to guess what the word was in the student-teacher review, but when he explained to me what "visa" means, he correctly explained one meaning of the word, but not the meaning intended by his interviewee. If Tero had not left a blank, we may or may not have discussed the second meaning of "visa", although it is possible that Tero or I would have questioned why Mr. M. had gone to Malaysia to get a credit card.

From interview six

3. Tero: *What did you do there?*
What did you do there?

4. Mr. M: I had to get a new visa .
I had to get new _____ .

Student – teacher review

1. Ms. Gunn: Yeah. (listen to tape) Do you know what he's saying here? He had to get a new ...
2. Tero: *"Visa"?*
3. Ms. Gunn: Yeah. Do you know what a v"isa" is?
4. Tero: *Is it like a credit card?*
5. Ms. Gunn: Well, yes that's one meaning but because we weren't born in Thailand we have to have visas to live and work here.
6. Tero: *Oh yeah. But we get our visa in Bangkok.*
7. Ms. Gunn: Yes, but Mr. M is on a different kind so he had to go to Malaysia. (listen to the tape).

It was also the case that the interviewees, Ms. P. and Ms. A. in particular, asked if the students had understood what had been said, perhaps sensing from their teaching experience in the school what might cause communicative difficulty. In interview six, Ms. A. asked Mayumi if she had understood or not. Ms. A. correctly assumed that a young Japanese girl living in Thailand might not know what "fish and chips" are.

From interview six

13. Mayumi: *Yeah. What kind of food does England's people eat?*
14. Ms. A: Ah. Their favourite food is fish and chips.
15. Mayumi: *Oh.*

16. Ms. A: Do you know what that is?
17. Mayumi: No.
18. Ms. A: Fried fish and then chips like, ah, french fries.
19. Mayumi: Oh.

8.5.4 Unrecognised misunderstanding of incidental comments / vocabulary

Students also sometimes misunderstood peripheral vocabulary but could continue interviewing. Often this peripheral misunderstanding was revealed through the students' transcriptions. In the example below, Tero wrote the word, *original*, for *regional*. In the interview, Tero was able to continue on with the topic and added some relevant, analogous, information from his own country as an indication that he had understood the main message of Dr. W.'s response.

From interview two

19. Tero: *Ah , what kind of food do American eat?*
What kind of food do American eat?
20. Dr. W: Everything. (laughs)
Everthink. Heehee
21. Tero: *(laughs) Do you like it? Oh - Do you like them?*
Do like it? Do like them?
22. Dr. W: Some of it.
Some of they.
23. Tero: *Why?*
Why?

24. Dr. W: Well American food is regional. A lot of what they eat in this part of the United States isn't the same that they eat here or they eat there.
- Well America food is orginal¹⁴. A lot what they eat in this part of United States isn't what they eat here or there.
25. Tero: Yeah. It's same as like Finland.
- Yeah. It same as in like Finland.*
26. Dr. W: Right.
- Right.
27. Tero: *In the North they eat something like pork or something like that and on the middle of Finland they eat fish and like that. OK.*
- What kind of sports do America people like?*
- In the North they eat something like pork or same think like that and on the middle of Finland they eat fish and like that.*
- What kind of sports do America poeple¹⁵ like?*

From student – teacher review

47. Ms. Gunn: I also think this is really good – here where you're giving some information about Finland to add to the interview.
- (listen to tape) This is a good guess "original" but what he said was "regional". Do you know what that means?
48. Tero: *Yeah. It's something like, I don't know, but I just try. You know when you order pizza or something like that you get small, medium or large? That "medium" is like regular.*
49. Ms. Gunn: That's what "regular" is, yes, but he's saying "regional".
- "Region" is another word for "area", and it seems like you understood because in the interview you talked about the

¹⁴ This is the student's spelling.

¹⁵ Same as above.

different food in the different parts of Finland.

50. Tero: Yeah. (*listen to tape*)

In another example from the same interview dyad, when I asked Tero about the word, *caart*, he explained that he was in a hurry and had meant to write "chart". I did not know what Tero meant by "chart", so I again asked Tero about it. He was able to explain that he thought Dr. W. was going to take a charter flight to America. Tero was actively involved in trying to understand Dr. W.'s answer, but he did not know the idiomatic expression, "I'm taking a little time", that Dr. W. used. Tero then put what he thought he heard into a phrase that made sense to him. He was satisfied with his interpretation as it fitted with the basic message that Dr. W. was going to America to visit his family. Here, then, the peripheral misunderstanding did not interfere with the communicative interaction. Again, the student's transcription was useful in revealing this misunderstanding.

From interview four

8. Dr. W: But this Christmas I'm taking a little time and I'm going back to the States to see our daughter who is in college.

But this Christmas I'm taking a little caart and I'm going back to the United to see our daughter who is in _____

Student – teacher review

13. Ms. Gunn: But here, what is this?

14. Tero: "Chart".

15. Ms. Gunn: C- a- a -r-t?

16. *Tero*: C -h- a- r- t. I spell fast.
17. Ms. Gunn: "Chart"?
18. *Tero*: Yeah.
19. Ms. Gunn: Oh. He said "I'm taking a little time".
20. *Tero*: "Time"? I heard "chart".
21. Ms. Gunn: "Chart"? What did you think he was talking about?
22. *Tero*: You know, chart flight. Not expensive.
23. Ms. Gunn: Oh! OK. A charter flight to the US. That was good thinking but this phrase "I'm taking a little time" means that he is taking some of his holiday time to go to the States instead of working like he usually does.
24. *Tero*: Oh.

8.6 Observations about communicative misunderstandings

Actual and potential communicative misunderstandings in the data occurred for both the students and the interviewees for a variety of reasons. For example:

- the student's pronunciation,
- the interviewee's pronunciation,
- a quiet, soft, voice used by either the student or the interviewee,.
- grammar problems,
- the interviewee's use of unfamiliar vocabulary,
- known words used in an unfamiliar way,
- lack of background information or shared cultural knowledge.

The first three points are similar in that they relate to physical speaking skills. The fourth point relates to grammar use. The final three points relate to the students'

difficulties in interpretation of meaning, and are not necessarily related to the student's own performance. Through the use of the RITE technique, these issues could be made explicit and be investigated and discussed in the student-teacher review.

Each item in and of itself was not necessarily the cause of a communicative misunderstanding. If either the student or the interviewee employed a strategy, such as asking for clarification, rephrasing, repeating, or guessing, the communicative misunderstanding could, but not always, be averted. Sometimes, especially when the problem was one of interpretation on the student's part, the decision not to clear up an item of difficulty was the most common strategy in this study. The students, Mayumi in particular, could be seen to be coping with not understanding every word or phrase but still maintaining a satisfactory communicative interaction.

It was also possible through this intensive analysis both in the RITE technique and in the related research, to reveal the complexity of communicative misunderstandings and to see how guided reflections could help the students help themselves understand their own mistakes. The analysis is of benefit to teachers in revealing how easy it is to misinterpret students' reasons for saying what they do.

Also of interest is how these issues changed over time, another aspect afforded by the RITE technique. Chapter Nine will now look at the data from a developmental perspective.

Chapter 9: Developmental Perspectives of the Data

9.1 Introduction

The purpose of this chapter is to examine the developmental aspects of the students' oral transactions from several points of view: the interviewees', two other ESL teachers', the students' and mine, to see what light this sheds on communicative competence.

9.2. Collecting feedback from the interviewees

I asked for feedback from the interviewees after interviews three, five and six. The information from all the interviewees was based on their opinions only and was not used for grading purposes. However, the feedback was used as a teaching and learning tool during the course of the school year as I shared the information from the interviewees' feedback with the students, with the interviewees' permission. The students and I talked about the interviewees' suggestions and ways of incorporating them into future interviews. The interviewees' comments from interview three were also used in the research to help me create final feedback surveys that I then used after interviews five and six.

I asked the interviewees to complete the following sentences after the third interview:

- At the beginning of this project the student was ...
- After the third interview the student was ...
- I think the student needs to ...

All of the interviewees' responses can be found in Appendix T. In brief, some of the interviewees' comments, after interview three, were that they thought the students had become more relaxed and were starting to ask outside of their prepared questions, but that there was still a need for the students to respond more to the interviewees.

After the fifth and final interview, I asked the interviewees to comment on the changes (if any) in the students' pronunciation, comfort level and ability to ad lib over the course of the five interviews, as well as the students' overall English level. These categories, except for overall English level, came from the comments from the feedback after interview three. For example, comfort level came from the interviewees writing about the students' nervousness. Pronunciation was an area that, as noted in Chapter Eight, had been the cause of some potential and actual miscommunications, and in addition Mrs. L. had commented that after three interviews Jean's speech was still unclear. The ability to ad lib was a term used by Mr. R. and although not used by the other interviewees, was supported by comments suggesting that the students needed to develop more follow-up questions and respond more. I added the category of overall English level as the interviewees had been

interviewed by the students five times over a five month period, and I believed their input into this category would add to the description of the students' development. The completed feedback forms can also be found in Appendix T, but to summarise, the interviewees felt, with the exception of Jean in most areas, and Mayumi's pronunciation, that over the course of the five interviews, development could be seen in all the areas.

I also asked the interviewees from interview six to comment on the students' interviews. I prepared a feedback form similar to the one which I gave to the first set of interviewees after interview five, but this time I asked the interviewees to give their opinions using a Likert scale of one to five, where one was low and five was high and also invited them to make any additional comments they wanted¹⁶.

9.3 Comparing interviews one and six

In the design of the RITE technique interviews one and six were to be with different native speakers of English. I did this intentionally to give the students the opportunity to compare how they responded to, and interacted with, different interviewees after practising with the same person for the previous five interviews. I also felt that it

¹⁶ My use of a 1 to 5 Likert scale was originally done to make it as easy as possible for the teachers who had volunteered to help me. However, I did not clearly state what 1 to 5 represented and I did not ask the teachers what they were basing their decisions on. Reviewing the data has made me realise that the comments that the teachers made are the most useful and usable components of my feedback forms. Although I originally intended to include the scales in the appendices, I have not used them in the revised data analysis.

would be a good chance for the students to review the topics and questions they had asked in the first five interviews and revise them in the sixth interview.

In this research, I did not view these two interviews as pre and post - tests in the positivist tradition. Rather, I viewed them as another tool to gain insight into the students' communicative abilities in a different context. I asked two other ESL teachers at ISE to listen to, and discuss, interviews one and six, for all four students, using the categories and explanatory questions as shown in Table 9.1. These categories were derived and adapted from the comments made by the interviewees after interview three. I separated out the categories of flexibility, fluency and comprehension from the category of ability to ad lib, and rather than ask about the students' overall English level I asked the teachers to focus on grammatical accuracy.

Table 9.1 Oral evaluation categories and clarifying questions

Pronunciation	Is the student's pronunciation clear and easy to understand?
Fluency	Does the student speak without pauses and / or hesitation?
Confidence	Does the student sound secure and confident?
Accuracy	Is the student's speech grammatically correct?
Comprehension:	Does the student respond appropriately to questions or comments?
Flexibility	Does the student reword questions or vocabulary if needed?

I listened to the tapes with both of the ESL teachers on two separate occasions, as their busy schedules did not allow for us all to meet at the same time. Owing to the fact that, when listening to the tapes, the teachers knew which was the first interview, and which was the sixth interview, there could always be a systematic bias towards finding in favour of finding progress of some sort. I cannot speak for these teachers, and it was not something we discussed at the time, but it is my belief that the ESL teachers evaluated the tapes as they would any other oral ESL work, keeping bias to a minimum by basing their judgements on their professional expertise and experience. They were unpaid volunteers, and had no vested interest in this research. In retrospect, however, it could have been more useful to have asked the teachers to evaluate the interviews without knowing their chronology. The completed evaluations can be found in Appendix U.

Table 9.2 Feedback collected from interviewees and ESL teachers

When	Who	What
After Interview three	Initial Interviewees	Sentence completion feedback surveys
After Interview five	Initial Interviewees	Feedback survey forms
After Interview six	Final Interviewees	Feedback survey forms
After Project Completion	ESL Teachers	Survey questions to contrast interviews one and six

9.4 Comments on Su Nam's development in the oral interviews

Mr. R., the initial interviewee, noted on his final feedback form that in his opinion, Su Nam had gained confidence in the interviews as time went on, and that the last two or three interviews were more "natural". Below is an example taken from the beginning of interview one. Su Nam did not start with a greeting (although he may have said "hello" before the interview started and the tape was turned on). He asked a series of related questions but did not involve himself in the answers he received from Mr. R.

From interview one

1. *Su Nam:* *Where do you come from?*
2. *Mr. R:* I come from, ah, a country called New Zealand.
3. *Su Nam:* *Is it beautiful city, in like, country?*
4. *Mr. R:* It's a beautiful country, yeah, it's very beautiful.
5. *Su Nam:* *What city did you live in your country?*
6. *Mr. R:* In my country? I come from a city called Auckland.
7. *Su Nam:* *Oh .When did you come to Thailand?*

After interview three I asked the students to write about how they felt at the beginning of the interview work and how they felt after completing three interviews.

Su Nam, wrote in journal entry:

At the beginning of this project I felt very nervous because it was my first project like this. Now I feel comfortable because I've done interview 3 times. I have learned I can speak with foreigner in English and if I speak with foreigner I won't get nervous (5 November, 1998).

As I did with all the students, Su Nam and I discussed ways to move beyond a question – answer format in the interviews. Su Nam often did his work in a hurry and the student-led interviews were no exception. Su Nam's rushing was a concern to me as a teacher and we often talked about the impact of his hurrying through things on his written work. We also talked about Su Nam rushing through the interviews as well, which was particularly evident in interview three. In this interview, Su Nam did not really ask outside of his prepared set of questions and did not appear to be listening very carefully to Mr. R.'s answers.

From interview three

35. *Su Nam:* *How many people are in your wife's family?*
36. *Mr. R:* *Ah, she has a brother.*
37. *Su Nam:* *Who is the oldest person in your wife's family?*
38. *Mr. R:* *Her brother.*
39. *Su Nam:* *Where does, ah, he or she live now?*
40. *Mr. R:* *Em. Her brother? Her brother lives in Australia.*
41. *Su Nam:* *You say you like ski. Does anyone else like ski in your family?*

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65. *Ms. Gunn:* *Yes. (listen to tape) OK He said, "brother". How could you have avoided saying "he or she"?*
66. *Su Nam:* *Hmm.*
67. *Ms. Gunn:* *Mr. R. says, "her brother", then you said, "Where does he or she live?"*
68. *Su Nam:* *I think I didn't listen carefully.*

69. Ms. Gunn: Hmm so if you didn't hear you could have said, "her ?". Or how Mr. R. does here when he doesn't understand. He repeats, "my wife?" He's listening to what you say and he repeats to make sure he understands. So you could have repeated.
70. Su Nam: OK.
71. Ms. Gunn: Because is this natural to say, "he or she" when you are talking about a brother?
72. Su Nam: No.

From later in the student – teacher review

77. Ms. Gunn: Now, this interview is a little short this time. Last time you were laughing a little bit, and giving extra information. What happened this time?
78. Su Nam: *I just asked questions.*
79. Ms. Gunn: Why did you do that, do you think?
80. Su Nam: *I want to finish this early.*
81. Ms. Gunn: Why do you think you need to finish early?
82. Su Nam: *I don't know.*
83. Ms. Gunn: You have two more to do with Mr. R. Are you going to do this for interview four and five?
84. Su Nam: No.
85. Ms. Gunn: Did you like this interview like you did the last ones?
86. Su Nam: *The last one was good.*
87. Ms. Gunn: The last one was really good. So what did you learn from this one? Not about Mr. R but about yourself as an interviewer?
88. Su Nam: *Take information and use information.*

For Su Nam, his return to a question and answer format in interview three was not due to lack of confidence, or nervousness, but rather, as he explained, his desire to finish early. In his journal entry after interview three Su Nam wrote:

This interview was okay, but I didn't listen to Mr. R. carefully so I have mistake. And I forgot to make information questions and this time I just asked questions what I wrote in the notebook. I think my first mistake was I didn't put sentences together but it was not bad because I was not nervous. I can do next time better (2 November, 1998).

In interviews four and five, and the sixth and final interview, Su Nam was much more attentive and asked questions outside of his prepared set. For example, in interview four, Su Nam was able to add to the interview and make suggestions to Mr. R., highlighting Mr. R.'s point that Su Nam had become more natural.

From interview four

31. *Su Nam:* *If you have chance to make holiday, what kind of holiday would you make?*
32. *Mr. R:* Oh I like to do outdoor sports. My favourite kind of holiday is where you go diving or when you go skiing. Something like that.
33. *Su Nam:* *If I were you I would to make NO school holiday.*
34. *Mr. R:* No school holiday. No school. Well we have to earn money, don't we.
35. *Su Nam:* *For month.*
36. *Mr. R:* For a month? That'll be good.

At the beginning of the student-teacher review after interview four I reviewed Su Nam's journal entry and he commented on adding follow-up questions, the area he had difficulty with in interview three.

Student – teacher review

39. Ms. Gunn: OK. Su Nam, Let's start with your journal entry. (Reading from journal) "The good things are I asked follow-up questions and I felt very comfortable but bad things are when I was doing interview Mr. M. came with his students so I couldn't hear my voice clearly. I test first!" OK. In future if someone comes in, how can you solve that problem. Because you're right, it's very hard to hear this time.
40. Su Nam: *When Mr. M. came in, Mr. R. asked him to be quiet but the students were going "wee, wee" something like that.*
41. Ms. Gunn: Hmm. Maybe you could ask to do the interviews in the office instead of the classroom.
42. Su Nam: *Yeah.*
43. Ms. Gunn: The interview itself went very well. And look at this! Thank you very much for putting the questions with the answers. I like your new system. One is you and two is Mr. R. Is this a time saving thing for you?
44. Su Nam: *Yeah (laughs).*

In interview five, Su Nam started the interview by asking Mr. R. about the letter Su Nam had written. He then casually moved into asking about Mr. R's trip to New Zealand which they had discussed in interview four. Su Nam ended the interview by asking about the interview project and then added his comments and expressed his feelings about the interviews.

From interview five

1. Su Nam: *Hello Mr. R.*

2. Mr. R: Hi.
3. Su Nam: *How was my letter?*
4. Mr. R: Your letter was nice, thank you.
5. Su Nam: *And did you go to New Zealand?*
6. Mr. R: We did. Yeah, we went to New Zealand for two weeks - two and a half weeks.

From later in interview five

41. Su Nam: *How was my interview, all interview?*
42. Mr. R: Your interviews? The ones you've done or this one?
43. Su Nam: *Yeah, all interview, this one because last one. I think it's last one.*
44. Mr. R: Yes, this is the last interview. Yeah, I think your interviews, I think you're getting better. I think your English is getting better.
45. Su Nam: *Thanks.*
46. Mr. R: Where did you go for your holiday? Did you go away?
47. Su Nam: *No. I stay. My mother's family came to my house and we went to Bangkok. So I was happy.*
48. Mr. R: So they came from Korea?
49. Su Nam: *Yeah. How did you feel about interview?*
50. Mr. R: I like it. I like interviewing.
51. Su Nam: *Me too but sometimes I don't like it.*
52. Mr. R: You don't like it?
53. Su Nam: *Yeah, but I like it better now.*
54. Mr. R: You like it better now?
55. Su Nam: *Yeah. What do you think about my questions today?*
56. Mr. R: Your questions today were better. Very good questions about my holiday.

57. *Su Nam:* *Thank you for all interview.*

58. Mr. R: Oh you're welcome. Anytime.

I feel that Su Nam put in more effort after interview three, not just at my request, but also by his own decision to take advantage of the interview situation to develop his English level, which also applied to his written work. For example, in his transcription of interview five Su Nam left some blanks, but then listened to the tape a second time and filled in the blanks himself.

Su Nam's first transcription

17. *Su Nam:* *Did your mother and father change?*

18. Mr. R: Yeah - they get older but they still same but _____ getting older.

Su Nam's revised transcription

17. *Su Nam:* *Did your mother and father change?*

18. Mr. R: Yeah - they get older but they are still same but they are getting older.

From student – teacher review five

39. Ms. Gunn: I like what you did here, where it looks like you corrected yourself. You were writing in a hurry and then you went back and fixed it from the tape. That's good.

40. *Su Nam:* *I'm always in a hurry.*

41. Ms. Gunn: I know! But you slowed down a little bit to correct this one!

42. *Su Nam:* *Yeah.*

Su Nam also checked his written transcriptions before our student-teacher review in interview six, but in this case he used correction fluid to erase his mistakes and then wrote over them. This made it very easy for me to tell where he had made his corrections, but very difficult to see what he had originally written.

From student – teacher review six

18. Ms. Gunn: OK. (listen to tape) Let's just stop here for a second. These corrections here – is this where you did your extra check and caught these ones?
19. Su Nam: Yeah.
20. Ms. Gunn: This is really good. That was a really good idea to go and listen one more time.
21. Su Nam: Yeah. (listen to tape)

For Su Nam then, once he decided to put in more effort, he allowed himself more opportunities to develop, and work on his fluency, comprehension, etc. Interview three can be seen as a turning point for Su Nam. In interview four and five he appeared, as Mr. R. commented, more natural. Mr. R. also seemed to become more relaxed in these last two interviews, perhaps because Su Nam was interacting more as a conversation partner, and responding more to the information Mr. R. gave him.

Su Nam also became more involved in our student-teacher review. In our review after interview four, he was able to question Mr. R.'s language use and to also jokingly point out that I make mistakes too.

From interview four

4. Mr. R: My best holiday? You know I've had many many good holidays. Um, to try and think of the good one is very hard. Let me think. I had a wonderful holiday in Turkey one year. My best holiday? You know I have many many good holidays. Oh - try think about the good one is great. Let me think I have a wonderful toon holiday in Turkey 1 year.

Student – teacher review

7. Ms. Gunn: Let's listen. (listen to tape) Let's just stop here. I have ...
8. Su Nam: *Many, many holidays.*
9. Ms. Gunn: Yes, but there is one more word.
10. Su Nam: *Have?*
11. Ms. Gunn: Do you think he said, "I have have?"
12. Su Nam: *No. Hm. I have had?*
13. Ms. Gunn: Good. He said it very quickly, "I've had". And here, "to try think about the good one is great."
14. Su Nam: *He said that I think.*
15. Ms. Gunn: Well, let's just listen again. (listen to tape) You're right he did say, "the good one" but then he said "is very hard." So, "to try and think of the good one is very hard."
16. Su Nam: *Oh. Should he say, a good one here?*
17. Ms. Gunn: Well, I think he meant the best one, because if he said, "a good one" that would mean that he didn't have many good ones, wouldn't it?
18. Su Nam: *Yeah.*
19. Ms. Gunn: But up here he said that he has had many many good holidays.
20. Su Nam: *Yeah, so I was confuse.*
21. Ms. Gunn: Were you confused in the interview?

22. *Su Nam:* *No.*
23. *Ms. Gunn:* OK. Well, I think this is a really good example of how even native speakers of English can make mistakes especially when speaking. But you understood what he meant at the time.
24. *Su Nam:* *Yeah.*
25. *Ms. Gunn:* So making mistakes is not the end of the world, is it?
26. *Su Nam:* *No. You do too.*
27. *Ms. Gunn:* I know – especially when I'm writing on the board! (laughs)
28. *Su Nam:* *Yeah. (laughs). (listen to tape)*
29. *Ms. Gunn:* OK. I have a wonderful holiday in Turkey one year?
30. *Su Nam:* *Had.*
31. *Ms. Gunn:* Yes. Now I just want to ask you another question about this. "I had a wonderful holiday in Turkey one year." How long do think his holiday was?
32. *Su Nam:* *I think he said one summer, so two months.*
33. *Ms. Gunn:* Yes, good, but the way you have it here, "one year" by itself made me think at first you thought his holiday was for one full year.
34. *Su Nam:* *No. I don't think that.*

The ESL teachers commented that Su Nam sounded more relaxed in interview six, and that he answered appropriately to show he was able to follow along with the interviewee, who was speaking quickly. In addition they noted the language Su Nam used in interview six was more complex. The following example taken from the beginning of interview six illustrates these observations.

From interview six

7. *Su Nam:* *I saw After School Activity book and there was American Football and you're going to teach us, right?*
8. *Dr. G:* I was signed up to teach American Football but only four people signed up to do it, so that's not enough to have a football game. So it's not going to happen this semester.
9. *Su Nam:* *How long have you played American Football?*
10. *Dr. G:* Oh, I've played since I was a kid.
11. *Su Nam:* *Did you like American Football?*
12. *Dr. G:* Yes I liked it very much. But I didn't play on a high school or college team. I just played with friends.
13. *Su Nam:* *Why you couldn't play at high school?*
14. *Dr. G:* Because my father wouldn't sign the permission slip because he was afraid that I would do damage to my knees or my arm or something like that.
15. *Su Nam:* *Oh. Do you like to teach American Football?*
16. *Dr. G:* Yeah. It's fun. I like to teach it and I like to play it.
17. *Su Nam:* *And what other sports do you like?*

In interview six, Su Nam added information from his own experience and could clearly be seen to listening carefully to Dr. G. He also felt comfortable enough to ask about the interview and his performance.

From interview six

71. *Su Nam:* *What do you think about interview?*

72. Dr. G: Oh I think it's a very good interview. I think you've spent lot of time preparing many, many questions and you're also a very friendly interviewer. I think people like to talk more when they know that the interviewer is friendly.
73. Su Nam: *Thank you. How did you feel about interview?*
74. Dr. G: I felt very good. I think you did a good job and I like talking about myself.
75. Su Nam: *Did you like my questions?*
76. Dr. G: Sure I liked your questions.

Student – teacher review

39. Ms. Gunn: I think Dr. G made a very good point here when he said that you are a very friendly interviewer. If you listen to the tone of your voice you sound happy. I wish I had a video because I can almost see you smiling.
40. Su Nam: *Yeah.*
41. Ms. Gunn: That's how it sounds to me on the tape. The whole time you sounded like you were very interested. Very few mistakes. Just a few spelling mistakes and a few "eds" left off. And hardly any new words this time. I wonder why that is?
42. Su Nam: *Two new words here, but I couldn't ask what they mean because I was thinking about the extra questions. And I know you tell me.*
43. Ms. Gunn: Good. Overall you did a very good job. You've been doing a good job for a while now of course, but when I think back to the very first one with Mr. R, before you had much practice, you were a bit nervous...
44. Su Nam: *Yeah. But not anymore.*
45. Ms. Gunn: Good job. You can do your journal entry now. We have time. Any comments?
46. Su Nam: *No. I am happy.*
47. Ms. Gunn: Good. I'm glad you're happy. I'm happy too.

48. *Su Nam:* *I know!*

Su Nam's comment "And I know you tell me" regarding new vocabulary demonstrated to me that he understood the purpose of the student-teacher review and took full advantage of it to further his development. Knowing that he would be able to discuss his performances and transcriptions may have freed him in the interview to concentrate on being a good conversation partner. Su Nam had consistently developed the ability to keep the conversation going, and after our review of interview three became a more active listener and more involved conversation partner with his interviewees. He comments on his increased involvement several times in his journal entries. For example:

- I think I asked him follow-up questions. (24 November, 1998)
- The good things are I asked follow-up questions and I felt very comfortable. (1 December, 1998)
- I asked many extra questions. (9 February, 1999).

From Su Nam's student profile outlined on pages 144 –145, we could see that he was already a confident and efficient student. He was able to manage very well, on a superficial level, but by hurrying and rushing, especially in interview three, he was missing some deeper, interactive skills that allow for conversational partnership.

What I believe emerged for Su Nam from his involvement in the RITE technique, and his self-exploration, was an awareness of his role in the conversation, including the importance of listening to his interlocutor.

9.5 Comments on Jean's development in the oral interviews

Mrs. L. commented that although she felt that Jean's comfort level had improved a bit over the course of the five interviews, Jean was still unable to ad lib or really get involved in the interviews. The ESL teachers also felt that Jean did not sound really confident in either interview one or six, and, in my opinion, her fluency was affected by her nervousness in all of her interviews.

The transcriptions were an especially valuable teaching tool for me when working with Jean in the student – teacher review. She is a very shy, quiet student and, in my opinion, finds it very difficult to tell her teachers when she understands and when she does not understand. However, as Jean's teacher for almost two years, I was aware of how difficult the student-led interviews were for her. We spent a lot of time talking about ways to add to, and extend, her interviews with Mrs. L., as illustrated in the following examples taken from the student-teacher review after interviews one and two.

From interview one

37. Ms. Gunn: OK. Now, this was a good job. I think we have an area that we could have expanded on a little more. You asked an extra question here, about the dog. But here, "What country do you like best?" She gave you a very long answer. And then what did you do?
38. Jean: *(No answer)*

39. Ms. Gunn: What was your next question?
40. Jean: *Do you like to teach students?*
41. Ms. Gunn: So you said, "What country do you like best?" And she said, "Blah, blah, blah," and then you said, "Do you like to teach students?"
42. Jean: *Yeah. (small laugh)*
43. Ms. Gunn: But for your first one, I still think this was a good job. I think you tried and showed me that you were listening. One thing though, is you need to speak up. Any questions for me?
44. Jean: *No.*
45. Ms. Gunn: OK. Good job.

From interview two

35. Ms. Gunn: OK. You asked all your questions, which was good. But remember in the first interview what did we talk about?
36. Jean: *Check answers.*
37. Ms. Gunn: Yes, checking answers, but also adding or asking for extra information. For example here, she said, "I like Devon." And you said, "Why?" but did you know what she had said?
38. Jean: *Hm.*
39. Ms. Gunn: You didn't know where Devon was, right? So, what could you have said here?
40. Jean: *Where is Devon?*
41. Ms. Gunn: Good. Where is Devon? Yes, I think you could have got much more information here.
42. Jean: *Yeah.*
43. Ms. Gunn: What I'd like you to is to really think about for your next interview ways that you can add to the interview. OK?
44. Jean: *OK.*

The scaffolded nature of our student – teacher review is illustrated in this excerpt from review two. Jean and I deal directly with ways to add to the interview as demonstrated by my prompting Jean to ask for more information about Devon. In interview three Jean added to the interview by returning to ask questions about Devon. In addition Jean had prepared a joke to tell to Mrs. L. to end the interview. Jean had prepared well for this interview, but in the actual interview her soft voice, combined with some pronunciation problems, caused presentation problems.

From interview three

- 15 Jean: *Can I ask some questions about interview two?*
- 16 Mrs. L: About what?
- 17 Jean: *About interview two.*
- 18 Mrs. L: About interview two? OK. Yes.
- 19 Jean: *When is the best time to go to Devon?*
- 20 Mrs. L: When was the best time? I went, went to Devon em, about four, four, five, probably five years ago. And it was because of work that we went there. And we were there for four years. And the best time, though, if you are looking to go for a holiday in Devon, is to go in the summer time, because in winter it rains a lot and it's cold. When it's summer time you can go walking.
- 21 Jean: *Em. Is there a lot of visitors?*
- 22 Mrs. L: In, In Devon? Yes, during the holiday time it's a very popular place is Devon.
- 23 Jean: *Do you often go to there or you always go to there?*
- 24 Mrs. L: Do I?
- 25 Jean: *Often go to there or you always go to there?*

- 26 Mrs. L: No, I have not been, I have not been back to my house in Devon for four or five years now. I go to France in the summer time.
- 27 Jean: *Can I ask you an extra question? Is a joke. What is the different between bird and fly?*
- 28 Mrs. L: I don't know. What is the difference?
- 29 Jean: *Em. Bird can fly but fly can't bird. Thank you very much.*

Jean tried very hard to be more interactive in this interview while at the same time she was also aware when Mrs. L. did not understand her. She explained to me that she was looking at Mrs. L. and could tell when she did not understand, so sometimes she repeated her questions without waiting for Mrs. L. to ask for clarification, which, I believe, highlights, Jean's sensitive nature.

Student –teacher review

31. Ms. Gunn: And I really want you to think about this interview. I think it was good, and what I really like was here when you knew she didn't understand you repeated yourself. What made you repeat this? Can you remember? You did it twice. She didn't have to ask for help you did it for her.
32. Jean: *Maybe I look at her face.*
33. Ms. Gunn: You looked at her face and you thought she didn't understand?
34. Jean: *Yeah.*
35. Ms. Gunn: Well that's really good. That's being a really good interviewer. And this is just what you said in your journal. You didn't sound nervous. You sounded really good. How do you feel?
36. Jean: *Good.*
37. Ms. Gunn: Good, me too. OK. You can start your other work now.

38. *Jean:* *OK.*

After interview three Jean wrote in her journal:

At the beginning of this project I felt nervous and excited because that was my first interview and I didn't know Mrs. L. very well. Now I feel not so nervous because I knew her well but sometimes I'm excited, like in interview # 3, the last question was, "What's the difference between bird and fly?" I have learned how to make some new sentences. Things that are helping me learn to talk more and don't be shy. Things that are not helping me learn is don't review the interview first. (5 November, 1998).

As Jean pointed out above, she was learning to talk more but sometimes her attempts to add extra information and additional questions affected her fluency. For example:

Student – teacher review after interview four

47. Ms. Gunn: Let's start with your journal entry first. So you said, "I think I added some questions. And sometimes you'll hear space between Mrs. L's and answers and my questions." What does that mean?

48. *Jean:* *I'm thinking about the extra questions.*

49. Ms. Gunn: So you were listening and then thinking of a different question?

50. *Jean:* *Yeah.*

51. Ms. Gunn: OK. So that's a good thing. So you weren't just reading the questions in your book?

52. *Jean:* *No.*

There are pauses on the tape where Jean was thinking of what to say next. Jean would often do this in class as well, and I asked her once if she was translating from Taiwanese to English while she was thinking. She said she was not translating - she was trying to think of what to say next¹⁷. By interview five, Jean was still experiencing difficulties asking follow-up questions from the answers given by Mrs. L. and had, by her own admission, run out of ideas. Jean commented on the difficulties she had adding to interview five twice. In her 18 Jan. 1999 journal entry she wrote, *This is the 5th time, so I can't think about any questions*, and wrote about it again in her 25 Jan. 1999 journal entry after the student- teacher review:

Some of my mistakes are grammar that I forgot. I don't know why I jump this question to that question. And I can't think of any good things in my interview.

Below is an example of what Jean refers to as jumping from "this question to that question":

From interview five

11. Jean *Did you get anything in Christmas?*
12. Interviewee: Well, I got a small set of golf clubs not a full set, a small set. I got about 6 or 7 and then I also ordered a saxophone as my Christmas present.
13. Jean : *Do you have something interesting in your life?*

¹⁷ This conversation was not taped but I made note of it in my planning book as Jean's long pauses were something I wanted to focus on with her in the future.

By checking Jean's journal I noted that the two questions were prepared in advance and even though they were totally unrelated to each other, were asked one after the other. Jean could have expanded upon the answer explaining what the interviewee received for Christmas, but instead she just moved to her next prepared question.

In interview six, Jean asked for some extra information and tried, albeit in a limited way, to go beyond the question – answer format. Some reasons for this could be that she was working with someone new, and could use questions from her previous interviews and practice sessions with her partner. In addition, in our student - teacher review after interview six, Jean made an interesting comment about being able to ask Ms. W. more questions because she had a North American accent.

Student – teacher review

3. Ms. Gunn: OK. Let's have a look. You think it's the best because it's the longest interview.
4. Jean: *Yeah.*
5. Ms. Gunn: Why do you think it was longer than the others?
6. Jean: *Hmmm (long pause) Maybe I ask more questions.*
7. Ms. Gunn: That's good. Why do you think you asked more questions this time?
8. Jean: *(long pause) She was easy to talk to.*
9. Ms. Gunn: She was easy to talk to? Easier than Mrs. L?
10. Jean: *Yeah.*
11. Ms. Gunn: Why?
12. Jean: *(long pause) She talked like you.*
13. Ms. Gunn: Like me?

14. Jean: *Yeah. Not with British voice but your voice.*
15. Ms. Gunn: Oh – she had a North American accent?
16. Jean: *Yeah.*

Part of Jean's lack of interaction with Mrs. L. could be attributed to the fact that Jean was not used to a British accent and her shy nature made it difficult for her to tell Mrs. L. how little she understood of what Mrs. L. was saying. Jean commented on this in her journal entry after the first interview with Mrs. L:

When I went into Mrs. L's classroom, we sat on the floor and I asked questions. I feel so nervous. Mrs. L. has been to a lot of countries. She spoke fast but not so fast, and not clear (7 Sept. 1998).

Jean and I discussed and practised ways of politely asking Mrs. L. to repeat and ways for Jean to check her comprehension. However, Jean was not often able to apply our review work in the interviews with Mrs. L. In addition, unlike the other three students, Jean did not ask Mrs. L. to comment on the interview process in interview five. She had intended to, but I noted in my teaching journal that when Jean returned from her fifth interview with Mrs. L. she seemed sad and told me that she thought Mrs. L. had been in a hurry.

From my teaching journal entry:

Jean returned from her interview early. She looked very sad and said Mrs. L. seemed to be in a hurry so she didn't talk very much. Jean is a very shy girl, and can easily be made to feel uncomfortable (18 January, 1999).

On page 146, I noted that some of Jean's other teachers had commented on her shyness and her reluctance to speak in their classes. The RITE technique leads to a high degree of student involvement, and in this respect Jean was as equally involved as the other students. Jean also felt a sense of achievement after completing six interviews as demonstrated by her final journal entry, "I feel very good that I can do interview" (15 February, 1999). Jean could clearly be seen to be making an effort to speak. However, Mrs. L. and Jean did not seem to establish a comfortable rapport which may have helped to alleviate some of Jean's uneasiness in the interviews. That combined with Jean's natural shyness may have held her back in the interviews. Jean's participation in the student-teacher review allowed me to access her strategy of watching people when they speak, as well as listening to them. This privileged information, which also gives insight into Jean's sensitive nature, would have been difficult to pick up if I had only been working from transcripts or recordings.

9.6 Comments on Mayumi's development in the oral interviews

Ms. P. noted on the interviewee feedback form after interview three that Mayumi was extremely nervous in interview one, but by interview three she was more relaxed, even to the point where Mayumi was able to correct Ms. P. regarding cherry blossoms in Japan¹⁸. Mayumi's nervousness was also something Ms. P. noticed as

¹⁸ In interview two, Ms. P. and Mayumi were talking about Japan and Ms. P. mentioned that she liked all the apple blossoms in the Spring. In the actual interview, Mayumi did not correct Ms. P., but it was something Mayumi and I discussed in the student-teacher review. A few weeks after interview two, Mayumi gave Ms. P. a postcard of the cherry blossoms that bloom in the Spring and, as Ms. P. told me later, Mayumi casually mentioned that Japan has cherry blossoms in Spring, not apple blossoms.

Mayumi was preparing the cassette tape for interview one and (as Mayumi noted in her journal) by telling Mayumi to relax, she helped Mayumi get on with the interview. From Mayumi's journal:

I enjoy doing interview with Ms. P. I am fun and tense little. I know about Ms. P now. Before start interview I talk to Ms. P. Ms. P. said, "To be relax" to me. I think I am relax from that word. Ms. P is nice (7 September, 1998).

Although Mayumi was visibly nervous in interview one, Ms. P.'s encouragement allowed her to carry on with the interview. From interview one to five, Mayumi appeared to enjoy the interviews and commented in her journal that she might feel sad in her final interview with Ms. P.

I think it will be fine, because it is 5th time to interview Ms. P. And I think it will be fun because I like to be fun. I don't think it will be sad nor boring, because I will not try to make interview like that, but I may get sad, because it is last time. I think I will try my best. I wonder that the time passes quickly. I worry and want to know (get curious) who I will interview next time (13 January. 1999).

This entry also highlights Mayumi's positive attitude and her understanding of her important participatory role in the interviews.

As I noted in Chapter Eight, as Mayumi progressed through interview one to five with Ms. P., there were examples where Mayumi checked her comprehension and asked Ms. P. about the meaning of new words. Mayumi tried to add to the interview

by asking questions outside her prepared set, and could follow along and answer questions from Ms. P. In interview four, Ms. P. asked Mayumi quite a few unexpected questions which Mayumi was able to answer without pausing or having to ask for clarification. In the student – teacher review after interview four, Mayumi and I talked about this and what she thought the good points and bad points had been about the interview.

Student – teacher review

1. Ms. Gunn: Mayumi, let's start with your journal entry first so we can talk about the good points and bad points. (reading from journal)
"I think I enjoy it and ask some follow-up questions. Good points are listen carefully, I think, and I ask some questions about the word I don't know." Well that's good. (reading from journal) "Bad points are my pronounce of English. I don't know why but I say 'study homework' I raise 'study' of pronounce."
2. Mayumi: *Like this, "I study" (in a high pitch voice) (laughs)*
3. Ms. Gunn: (laughs) Oh.
4. Mayumi: *I don't know why.*
5. Ms. Gunn: Were you singing? (laughing)
6. Mayumi: *No. (Laughing)*
7. Ms. Gunn: I'll have to listen carefully. (reading from journal). "Ms. Gunn I know that you are going to New Zealand for Christmas."
8. Mayumi: *Yeah.*
9. Ms. Gunn: Did Ms. P tell you?
10. Mayumi: *Yeah.*
11. Ms. Gunn: So you feel good about this one, that's good. Let's listen.

(listen to tape) OK. This was a good guess, "during school time." But she actually said, "during the school term." Do you know what a "term" is?

12. *Mayumi:* *Hmm. No.*

13. *Ms. Gunn:* We talk about "semesters" or "terms". From August to December is our first term and then we come back in January to May for our second term. At the end of each term I give you your report card.

14. *Mayumi:* *Oh – when we go to school. (listen to tape)*

15. *Ms. Gunn:* OK. This is good. But I see what you mean about "study". (Both laugh). This is all unplanned, isn't it?

16. *Mayumi:* *Yeah.*

17. *Ms. Gunn:* She was asking you some questions. How did you feel when she was asking you questions?

18. *Mayumi:* *Ah. Oh how can I answer?*

19. *Ms. Gunn:* But you did. And you did a good job.

By the end of the five interviews, Ms. P. noted that, in her opinion, Mayumi's comfort level had improved a lot. She also felt that Mayumi had really developed in her ability to use the English language and involve herself in the interview. In interview five Mayumi was able to discuss the interview project with Ms. P. and explain what she had liked about it and what she had learned, and then move quite naturally into another topic.

From interview five

7. *Mayumi:* *Can I ask you about this interview project?*

8. *Ms. P.:* Sure.

9. *Mayumi:* *How do you feel about this?*

- 10 Ms. P.: I've enjoyed it very much.
- 11 Mayumi: *Why?*
- 12 Ms. P.: Ah. Oh. Several reasons. You are in my son's class. You are at the school, so it's been fun to get to know you a bit. Ah. I am happy to help your teacher with her research. And I've enjoyed watching how you've got more comfortable asking the questions.
- 13 Mayumi: *What topic do you like best? So, about New Zealand, and about interview number one, I talked, we talked about you.*
- 14 Ms. P.: Umhm.
- 15 Mayumi: *And so, about New Zealand and about your university. Many topics.*
- 16 Ms. P.: Well, I probably don't like to talk about myself as much. So, probably New Zealand. Yeah or this one.
- 17 Mayumi: *Me too.*
- 18 Ms. P.: Yeah?
- 19 Mayumi: *Because we can understand about it.*
- 20 Ms. P.: Right.
- 21 Mayumi: *But I like all of them.*
- 22 Ms. P.: Did you?
- 23 Mayumi: *Because I can understand about you and about New Zealand and about University.*
- 24 Ms. P.: Well, I learnt about cherry blossoms!
- 25 Mayumi: *Yeah. Ah, we talked about Beatles in interview # 4. Can I ask you about more?*

In interview five Mayumi ended the interview with a joke about her brother, Yuta. When she and I discussed this joke, and the conversation that arose from it, she commented that she did not like her voice because she sounded like a witch. I thought

she was referring to her pronunciation, but in fact Mayumi was concerned about what she considered to be a nasty comment.

From Interview Five

63. *Mayumi:* OK. What, oh no. Can I ask you an extra question?
64. *Ms. P.:* Sure.
65. *Mayumi:* *If my brother lives in ocean, what could he be?*
66. *Ms. P.:* If your brother lives in the ocean, what could he be?
67. *Mayumi:* *Yeah, my brother, Yuta.*
68. *Ms. P.:* Yuta. Oh.
69. *Mayumi:* *It's easy one.*
70. *Ms. P.:* It's an easy one?
71. *Mayumi:* *Yeah. I see a joke book and write it.*
72. *Ms. P.:* So, this is a joke?
73. *Mayumi:* *Yeah.*
74. *Ms. P.:* Seriously? OK. It's a joke. If my brother lives in the ocean, what could he be? Would he still be your brother?
75. *Mayumi:* *No.*
76. *Ms. P.:* No?
77. *Mayumi:* *Yeah. But maybe.*
78. *Ms. P.:* Maybe.
79. *Mayumi:* *Yeah.*
80. *Ms. P.:* Would you be living in the ocean too?
81. *Mayumi:* *No, I don't want to live.*
82. *Ms. P.:* You don't want to live in the ocean. OK. Ah. I don't know. No, you've got me. What's the answer?
83. *Mayumi:* *Selfish.*
84. *Ms. P.:* He'd be a sailfish?
85. *Mayumi:* *Yeah. He's not good to me, so he's selfish.*

86. Ms. P.: Oh. He's selfish! (laughs) Is he really not good to you?
87. Mayumi: *Yeah. Sometimes. He is like happy something to everyone, but he is not to me.*

Student – teacher review

34. Mayumi: *I don't like this one – it's like a bad voice.*
35. Ms. Gunn: I don't know – let's listen again. Your voice didn't sound bad to me.
36. Mayumi: *I sound like a witch! I want to erase.*
37. Ms. Gunn: No you didn't. It didn't sound that bad.
38. Mayumi: *No, I mean, I said he's not good to me and he doesn't listen to me. Everybody don't listen sometimes and everybody not good sometimes.*
39. Ms. Gunn: Right, so Yuta is normal.
40. Mayumi: *And I am normal too.*
41. Ms. Gunn: That's right. And it was just a joke.
42. Mayumi: *Yeah, but maybe my mother will be mad.*
43. Ms. Gunn: Well, we won't tell her!
44. Mayumi: *And Yuta too.*
45. Ms. Gunn: We won't tell him either.
46. Mayumi: *OK.*

Mayumi's concern that her mother may have been angry with her may have made her question the appropriateness of telling this kind of joke about her brother to a teacher, especially her brother's teacher.

The ESL teachers commented that they noticed development in Mayumi's pace and confidence from interview one to six. In interview one, although Mayumi tried to ask questions beyond her prepared set, she sounded "stiff" when asking questions whereas interview six contained much more spontaneous interaction. In Interview six, Mayumi did not appear nervous or lacking confidence to her interviewee, Ms. A. at all, as illustrated by Ms. A.'s comments on the interviewee feedback form:

What a wonderful student! She looked really enthusiastic, arrived on time, set everything up properly. It was a real conversation in which she learnt a lot about me through being relaxed, flexible and full of energy.

An example of Mayumi's flexibility and capacity to keep the conversation moving naturally is illustrated below. Her prepared questions were "Do you like Thai food?" and "What is your favourite Thai food?". Mayumi and Ms. A. were discussing Thailand and instead of asking her prepared question, "Do you like Thai food?" Mayumi asked about spicy food. She then made a statement about liking Thai food and went on to ask about Japanese food.

From interview six

107. *Mayumi:* *Ah. Do you like spicy food?*
108. *Ms. A:* *Yes.*
109. *Mayumi:* *Oh, so you like Thai food.*
110. *Ms. A:* *Yeah, I love it.*
111. *Mayumi:* *I don't.*
112. *Ms. A:* *I like Thai food, and Indian food, I like any spicy food.*

113. *Mayumi:* *Oh. Do you ... Have you ever eat Japanese food?*
114. *Ms. A:* *No, I haven't.*
115. *Mayumi:* *Oh so you don't know.*
116. *Ms. A:* *I don't, I don't know anything about Japanese food.*
117. *Mayumi:* *Oh. I am sorry. I can't ask you "do you like it?"*
118. *Ms. A:* *Tell me what it is like.*
119. *Mayumi:* *It's like rice and miso soup and fish in the breakfast. And nn...
And ah I don't know. Tempura. Do you know?*
120. *Ms. A:* *Oh. I love tempura. Yeah. I love it.*
121. *Mayumi:* *And sushi.*
122. *Ms. A:* *I would love to try some Japanese food.*
123. *Mayumi:* *I want to try Thai food. Ah. No. What is your favourite Thai
food?*

This successful interaction shows Mayumi making inferences, adding extra information and responding well to Ms. A. Mayumi's response of "I want to try Thai food" was not an incorrect response, but could be seen to be inappropriate given that Mayumi had been living in Thailand for the past year and half and had mentioned earlier that she didn't like Thai food. It was, however, a good way to give closure to the idea of trying different foods and a chance to move onto the next question.

In her journal, Mayumi wrote about why she was able to interview Ms. A. and have an extended conversation:

I think this interview is longer than other interviews. I think I made more follow-up questions, because I don't know about her and I have some topics, not just one, so I can ask many questions. I think last 5 interviews are good,

but this interview is most good one. I think I start to get used to interview somebody. I get nervous little. I think I need to improve grammar (9 Feb. 1999).

Mayumi did not know Ms. P. when she first interviewed her, but at that time, although Mayumi tried, she had not been able to really extend the interview beyond her prepared set of questions. After practising for five months she was able to take what she had learned and apply it in an interview with someone she had never met before. As Mayumi said, "I think I start to get used to interview somebody".

In Mayumi's student profile on pages 147 - 148, other teachers commented on the change in Mayumi from her first year at ISE, and how much more involved in the classes she had become. In the student-led interviews, she was positive, interactive, and showed a certain degree of spontaneity. For example:

From interview three:

64. Ms. P.: Yeah. So no. New Zealand doesn't even have snakes.

65. *Mayumi: No snake. No snake!?!*

66. Ms. P.: No snakes in New Zealand, but in Australia there are many snakes and many really dangerous snakes. But New Zealand, because it's an island country, snakes have not got to New Zealand. And we're very careful to make sure that they never get there.

67. *Mayumi: That's good.*

Mayumi was also able to understand (and use to her advantage) her involvement in the RITE technique. In class, on 5 February, 1999, the students and I reviewed the purposes of the student-led interviews. They volunteered the following list:

1. To learn more English.
2. To improve our English.
3. To know more people.
4. To not get nervous.
5. To practise our English.
6. To have fun with our English.

Mayumi discussed this list in her journal.

I think all of them are important for me. But I think "to not get nervous" and "to practise our English" are the most important, because if you get nervous, you wouldn't know more people. And if you don't practise or learn your English you wouldn't improve your English (5 February, 1999).

In my opinion, Mayumi, who admittedly was already a good student, but one who also considered herself to be shy, responded well to the structured support provided by the RITE technique, and made notable progress.

9.7 Comments on Tero's development in the oral interviews

Dr. W. felt that Tero had really developed in his ability to ad lib, and commented that Tero "was talking up a storm, naturally, with humour, and relaxed" by the end of the five interviews. However, the ESL teachers, who only had interviews one and six to

go by, noted that although he seemed more relaxed and that there was more interaction between Tero and the interviewee in interview six, Tero still did not follow-up on openings he was given by the interviewee to extend the interview. Mr. M., the interviewee for the sixth interview also commented that he felt that Tero had been a little nervous and wanted to get the interview over with quickly as he did not take advantage of opportunities to ask more questions.

Lack of confidence, or nervousness, was not something Tero talked or wrote a lot about. We did, however, talk about, and work on, ways of adding to the interviews and asking follow-up questions. Dr. W., unlike some of the other interviewees, was not extremely talkative. In the first few interviews Dr. W. gave short answers so there were not many opportunities for Tero to move beyond a question and answer format. However, as early as interview one Tero could be seen trying to add to the interviews by building on Dr. W.'s answers and giving extra information, even though Dr. W. did not ask for any as illustrated in the following example:

From interview one

- 21. Tero: *Oh. OK. Do you know anything about Finland?*
- 22. Dr. W: Not a whole lot.
- 23. Tero: *Have you been ever in Finland?*
- 24. Dr. W: No.
- 25. Tero: *Do you know Nokia?*
- 26. Dr. W: Yes.
- 27. Tero: *Yeah. It is a mobile.*
- 28. Dr. W: Right.

In interview four, Tero had prepared a number of questions but Dr. W. answered them in response to Tero's first question about holidays. Rather than follow along with his prepared set and ask questions to which he already knew the answers, Tero decided to end the interview early. He explained his reasons for this to Dr. W.:

From Interview four

19. *Tero: Ah. I think now we are finished because you said ... I have many questions here but when I asked this you said all these.*
20. *Dr. W: Ah. OK. So I'm very helpful then, huh?*
21. *Tero: Yeah! OK. See you next month.*

In the student- teacher review Tero and I talked about how he could have extended the interview even though Dr. W. had answered all of his prepared questions.

Student – teacher review

37. *Ms. Gunn: OK. This is really good Tero that you explained to him why it was so short.*
38. *Tero: Yeah.*
39. *Ms. Gunn: But I want to ask just one thing here. He's telling you he's going to Up State New York. What could you have done here to get more information?*
40. *Tero: Not why, I know that.*
41. *Ms. Gunn: Yes, not a why question. OK. If I say to you, "I'm going to Canada for Christmas."*
42. *Tero: There you can ask "Why?"*
43. *Ms. Gunn: Yes, you can but let's say I've already told you I'm going to see my friends, if I just say I'm going to do something.*

44. Tero: When?
45. Ms. Gunn: Yes, when is a good question.
46. Tero: How? But that's a little bit silly.
47. Ms. Gunn: Yes, but maybe I'm going to swim or walk! OK. You tell me what you are going to do over Christmas.
48. Tero: We are going to Phi Phi or Phuket.
49. Ms. Gunn: OK. What are you going to do there?
50. Tero: I don't know, swim.
51. Ms. Gunn: That's what you could have asked him.
52. Tero: Oh, yeah.
53. Ms. Gunn: So, here you could have asked for more information. But I really liked how you explained here. You ended the interview on a very good note.
54. Tero: I know.

In the fifth interview Dr. W. took the lead and asked Tero some questions. When I discussed this interview with Tero he commented that he was surprised that Dr. W. had asked him some questions and also commented that he thought it was because Dr. W. was in a good mood.

From interview five

1. Tero: *Hi Dr. W. How are you?*
2. Dr. W: Good and you?
3. Tero: *Yeah, I'm good too.*
4. Dr. W: You look good.
5. Tero: *Thank you. How was your vacation?*
6. Dr. W: Very good.
7. Tero: *And mine was good too.*

8. Dr. W: Where did you go?
9. Tero: *I went to Phi Phi Island near Phuket..*
- 10 Dr. W: Really? Did you take the long boats out?
- 11 Tero: *Yeah. We went like two hours boat. It was two hours boat trip. It was very beautiful.*
- 12 Dr. W: Did you scuba dive or snorkel?
- 13 Tero: *Yeah I snorkelled. I hadn't try diving yet. Ah. Did you go to America?*
- 14 Dr. W: Yes, we did.
- 15 Tero: *How was there?*

Student – teacher review

1. Ms. Gunn: I'd like to start with your last journal entry first.
2. Tero: *Oh. Where is it?*
3. Ms. Gunn: OK. (reading from journal) "Interview # 5 went very well, but it was a little bit short. I think I made just a few mistakes there. I did well with those questions and I could do better with those follow-up questions."
4. Tero: *Yeah.*
5. Ms. Gunn: That's good. So this one you felt better than the last one?
6. Tero: *Yeah. Like here. He said, wait, where is it? Here. "What did you do there?" He said, "A hockey game." I would say, "What hockey game?" Or something.*
7. Ms. Gunn: Good. So you were listening very carefully?
8. Tero: *Yeah. But I forgot a few things.*
9. Ms. Gunn: Yeah? Well, that happens. I noticed when I was listening that he asked you some questions.
10. Tero: *Yeah.*
11. Ms. Gunn: How did that make you feel?

12. Tero: *Oh. A little bit surprised. I think maybe he was in a good mood.*

13. Ms. Gunn: How about you – were you in a good mood?

14. Tero: *Oh yeah.*

15. Ms. Gunn: Well, that's good.

Later on in the same interview, I noticed that Tero changed the topic rather abruptly even though, it seemed to me, Dr. W.'s answer offered a good opportunity to ask for more information.

From interview five

21. Tero: *How many days did you stay in America?*

22. Dr. W: I was there only 8 days, my family was there 3 weeks.

23. Tero: *Oh. Did you get any Christmas presents?*

However, in the Student-Teacher Review, Tero pointed out to me that he did not expand upon this question as he already knew the reasons why Dr. W's family were in America for a longer period of time. He therefore acknowledged the answer with "Oh" and moved on to his next question. In this case, Tero once again employed a sensible conversational strategy. It appears he was not treating the interviews as "language practice" by just asking as many questions as he could, but rather engaging in the interviews as a conversation partner.

Student-Teacher Review

51. Ms. Gunn: Now. You went into your next question, which was OK but what could you have said here?

52. Tero: *I don't know. Something.*

53. Ms. Gunn: So why do you think he was there 8 days and his family was there 3 weeks?
54. Tero: *He had work to do.*
55. Ms. Gunn: So you already knew the answer?
56. Tero: *Yeah, so I didn't ask. He told me before.*

Like Dr. W., I also felt that Tero had developed his ability to ad lib and add to the interviews with Dr. W. by the end of the fifth one. In my opinion, Tero did, in fact, participate in the sixth interview in a manner similar to the previous five interviews with Dr. W. Dr. W. and Tero had established a rapport and they shared a straightforward, "no-nonsense" communicative style. Tero carried this style over to his interview with Mr. M. The ESL teachers, who only had interview one to compare to, felt that there were limited follow-up questions and that Tero had not taken advantage of conversation opportunities. Mr. M. also commented on this. He wrote: "My answers were perhaps a little short but I also wanted to give him the opportunity to probe me further. He didn't do this very often". Mr. M. apparently went into the interview expecting Tero to behave in a certain way, and when he did not, Mr. M. attributed this to Tero being nervous. Tero had consistently developed in his ability to add to the interviews with Dr. W., even when Dr. W. gave very brief answers, so Mr. M.'s short answers were most probably not a concern for Tero. Dr. W. did not appear to purposely set out to provide communicative opportunities for Tero, rather he answered the questions and talked to Tero in the same way he talked to me or anybody else he was having a conversation with. Below is an example in interview six where Tero added to the interview.

From interview six

27. Tero: *Ah. If you would work wherever you want, where would you like to work?*
28. Mr. M: That's tricky. I think maybe in Portugal. Portugal seems like an interesting place. It seems like a nice country. Indonesia would be my second choice, maybe.
29. Tero: *Why would you choose Indonesia?*
30. Mr. M: Because it's good surf there. and it's beautiful.
31. Tero: *Oh. I haven't ever been in Indonesia. ?*
32. Mr. M: You should go.
33. Tero: *I would like. Do you like Thailand?*

Student – teacher review

41. Ms. Gunn: Was this an extra question?
42. Tero: *Yeah.*
43. Ms. Gunn: Well, let's just listen to that again, because it sounds very natural and was a good addition.
44. Tero: *Yeah, I know. (listen to tape)*
45. Ms. Gunn: There was no pause. It was a really good example of good listening and good follow-up. (listen to tape)

Tero was also able to maintain his ability to introduce a new topic in a smooth fashion as illustrated by his introduction to the question, "Where are you from?"

From interview six

43. Tero: *I have just one little bit silly questions. I don't know where are you from.*
44. Mr. M: Where I'm from? I'm from Scotland.
45. Tero: Oh.
46. Mr. M: Glasgow, in Scotland.
47. Tero: *OK. What did you...*
48. Mr. M: Have you heard about Scotland?
49. Tero: No.
50. Mr. M: Do you know anything about it?
51. Tero: *No. Ah, what did you left your home country?*
52. Mr. M: Because it's too cold. (laughs) I had been there, I had been living there for 30 years. And I thought it was time to live somewhere else.
53. Tero: *OK. Did you like to live in Scotland?*
54. Mr. M: Up to a point, yeah. But I wanted to have a change - some good things about Scotland - but it's good to get away and try new places.

In the exchange Mr. M. actually interrupts Tero to ask him if he has heard of Scotland. Tero acknowledges his question with "No" but then continues on into the question he had started before being interrupted.

In the student – teacher review I asked Tero about why he had not asked more questions or added to the interview as he had done in the interviews with Dr. W.

Earlier in the student- teacher review Tero had commented that Mr. M. did not speak clearly and then later he said he thought that he was angry.

Student – teacher review

51. Ms. Gunn: OK. He seems surprised at the end. Why do you think he was surprised?
52. Tero: *I don't know. He wanted more questions maybe.*
53. Ms. Gunn: Yeah because you asked about travelling and he told you a number of countries that you could have asked about.
54. Tero: *I know.*
55. Ms. Gunn: So, why didn't you?
56. Tero: *I don't know. He ... he was angry.*
57. Ms. Gunn: Angry?
58. Tero: *No, not angry... not fun.*
59. Ms. Gunn: Hmm. Can you tell me more?
60. Tero: *No.*

Although Tero was able to ad lib and exude confidence as he progressed through the five interviews with Dr. W., he did not come across in the same way in his sixth interview with Mr. M. Unlike the other three students who said they felt that interview six was their best and longest interview, Tero wrote in his journal that:

Interview # 5 was much better than Interview # 6 because I am used to an American person [Dr. W.] (9 Feb. 1999).

It appears then, that Tero was not comfortable with Mr. M., perhaps because he was not used to his accent, or perhaps because he really did think Mr. M. was angry. Whatever the reason, Tero did not participate in this interview in the same way that he did in the previous ones, and as such led Mr. M. to believe that Tero had been very nervous, something that Tero disagreed with. As Tero wrote in his journal:

No, I don't agree what he said because he said I felt nervous, but I didn't feel nervous at all. I didn't like what he said (12 Feb. 1999).

In interview six, Tero's comfort level and confidence were not the same. He was confident in his ability to lead the interview, but it appears that, for some reason, he did not feel comfortable with Mr. M., and although I asked him about it, he did not tell me why.

In his student profile on pages 148 - 149, Tero noted that he does not like to listen. In his interviews with Dr. W., however, Tero worked at asking follow-up questions and being interactive, which involved actively listening. He demonstrated that he understood the two-way nature of communication, and although his interviews were sometimes short, he could explain that he had prepared questions, but would not ask them if he had already been given the answer previously.

9.8 Viewing the development of rapport through the students' letters

In addition to interacting with the interviewees in the actual interviews, the students also wrote to the interviewees before and after each interview. The first letters the students wrote were fairly formal and introductory in nature, as well as having the purpose of setting up a time for the first interview. The only help I gave the students with these letters was to remind them to include the date and time for the interview,

and to ask the interviewees to put their answers in my mailbox¹⁹. The letters were written a week in advance of the actual interviews. Once the interviewees confirmed the time I would then write a reminder note the day before the interviews and place it in the interviewees' mailboxes.

The letters are included here to add insight into the students' feelings as they went into the interviews. I have included the students' first two letters, the fifth and sixth letters as well as the students' first thank you notes to the interviewees. I believe these letters, while not directly related to the development of oral communicative competence, help show the development of rapport, or lack thereof, between the students and the interviews. A positive rapport has proven to be an important element in the development of communicative competence for the students involved in this research.

9.8.1 Su Nam's letters to Mr. R. and Dr. G.

The tone of Su Nam's letters is friendly and pleasant. Both Mr. R. and Dr. G. also reply in a positive manner to help affirm to Su Nam that they are willing to be interviewed. Su Nam was thus able to go into the interviews knowing that he was

¹⁹ I asked the students to ask the interviewees to put their responses in my mailbox rather than asking the interviewees to deliver their answers to the students to make things less complicated for the interviewees. The students did not have mailboxes and most of the teachers worked in a different building which would have meant that the teachers would have been hunting for the students either at lunch or break time to give them an answer.

welcome, which I feel helped enable him to develop a positive rapport with both interviewees.

Su Nam's first letter to Mr. R.

Dear Mr. R.,

I'm writing to you because I want to interview you. Can I interview you?

I'll tell you about me. My name is Su Nam. I am 12 years old. I have a brother and I like to play computer game but not type with finger.

I want to interview you at your class about Tuesday: 9:50 – 11:20 o'clock. It will take about 10 minutes. Please put your answer in Ms. Gunn's mailbox.

Su Nam

Mr. R.'s response

Dear Su Nam,

Tuesday at 10:00 is best for me. See you then. Mr. R.

Su Nam's first thank you note

Thank you Mr. R. for interviewing with me. I will see you next month because I will interview you again. So see you next month. Bye. Su Nam.

Su Nam's second letter to Mr. R.

Hello!!!

Mr. R., it's me again – Su Nam – and I would like to interview you again. Do you have time at 6 Oct 10:00? If you have time I will wait for your answer.

Su Nam.

P.S. Write answer to Ms. Gunn's mailbox. Thank you.

Mr. R.'s response

Tues. at 10:00 will be fine. Looking forward to it.

Su Nam's fifth letter to Mr. R.

Hi again Mr. R.! Holidays are over and it's back to school now! I want to interview you again. Can I? Do you have time on 19 Jan at 10:00 to tell me about holiday and other things? Please put your answer in Ms. Gunn's mailbox. Bye bye. Su Nam.

Mr. R.'s response

Sounds good. See you then.

Su Nam's letter to Dr. G.

Hello Dr. G.

Maybe you know me. I am Su Nam and I am in the 6th grade. You came to our class one time to watch us.

And now I'm writing you because I want to interview you. Can I interview you? I would like to interview on Wed. 11 February at 8:15. I hope you have time and I hope I can interview you.

Bye bye. Su Nam

Dr. G.s' response

Of course I remember you and I will be happy to interview with you Su Nam! I will be in my office on Feb. 11 at 8:15.

For Su Nam, we can see that he was able to transfer the rapport he had built up with Mr. R. to his first contact with Dr. G. The tone of Su Nam's letter is friendly, with some personal information given, and a positive comment about the interview made. Dr. G., like Mr. R., responded positively.

9.8.2 Jean's letters to Mrs. L. and Ms. W

Jean's letters to Mrs. L. and Mrs. L.'s responses can be seen to mirror their oral interactions. Jean started off in a formal way as she did not know Mrs. L. After the first interview the tone of Jean's letter was a little less formal, but Mrs. L.'s one word response probably did not help boost Jean's confidence or help to make Jean feel that the interviews were welcomed by Mrs. L. The fifth letter was polite, but very short and to the point, and almost more formal than her first one to Mrs. L. Like the interviews, the letters do not give the sense that there was a friendly positive rapport between Jean and Mrs. L. Jean's letter to Ms. W. was again more formal, but Ms. W.'s response was very friendly and positive which may have helped Jean be more interactive in the last interview. We saw earlier in this chapter that Jean felt that interview six was her best interview and that she was able to ask Ms. W a few questions outside of her prepared set.

Jean's first letter to Mrs. L.

Dear Mrs. L.,

How are you? My name is Jean. I'm from Taiwan. Do you have any time in 9th September 9:50 – 11:20? It will, maybe take about 10 minutes. I ask you this because I want to interview you in your classroom please?

Sincerely, Jean

Ps: I'm in ESL now! And please put your answer in Ms. Gunn's Mailbox.

Mrs. L.'s response

10:00 will be fine.

Jean's thank you note

Dear Mrs. L.,

Thank you from me to interview you! Jean.

Jean's second letter to Mrs. L.

Dear Mrs. L.,

How are you? I want interview you again, but not the same questions in the first time! May I interview you on Monday, 5 Oct. at 10:00? Is that OK for you?

Sincerely, Jean

PS: Please put your answer in Ms. Gunn's mailbox.

Mrs. L.'s response

Fine.

Jean's fifth letter to Mrs. L.

Dear Mrs. L.,

May I interview you one last time on Jan. 18 at 10:00?

Sincerely,

Jean

PS: Please put your answer in Ms. Gunn's mailbox.

Mrs. L.'s response:

Fine.

Jean's letter to Ms. W

Dear Ms. W.,

How are you? My name is Jean. I'm from Taiwan. Can I interview you on Thursday, 11 February at 8:15? This interview will take about 10 minutes.

Sincerely,

Jean.

PS: Please put your answer in Ms. Gunn's Mailbox.

Ms. W.'s response

Dear Jean,

I will be happy to be interviewed by you next week at 8:15. See you then.

Ms. W.

9.8.3 Mayumi's letters to Ms. P. and Ms. A.

The letters between Mayumi and Ms. P demonstrate the comfortable rapport between the two that developed right from interview one with Ms. P.'s welcoming response to Mayumi's first letter and Ms. P.'s comments telling Mayumi to relax. Ms. A. also made Mayumi feel welcome and as we saw earlier in this chapter Mayumi was able to confidently interact with Ms. A. even though she had never met her before.

Mayumi's first letter to Ms P.

Dear Ms. P.,

My name is Mayumi. I am twelve years old. I am from Japan, but I live in Thailand now. I want to interview you. Can I interview you on 8th September at 9:50 to 10:15 in your classroom? It will take about 10 minutes. Please put your answer in Ms. Gunn's mailbox.

Sincerely,

Mayumi.

Ms. P.'s response

Dear Mayumi,

Thank you for your lovely letter. I will wait for you in my classroom at 10:15 on 8th September.

Ms. P.

Mayumi's thank you letter to Ms P.

Dear Ms. P.,

Thank you for interview very much. I am fun when I ask questions to you. I enjoy doing interview with you. I'll come next time. I am glad for your help.

Sincerely,

Mayumi.

Mayumi's second letter to Ms P.

Dear Ms. P.,

Hello. How are you? I want to interview you again. Can I interview you on 6th October at 10 o'clock? I am sorry but may I use your tape recorder? Ms. Gunn broke ours.

Sincerely,

Mayumi.

Ms. P.'s response

Dear Mayumi,

Thank you for your letter. Of course you can use my tape recorder, but since Ms. Gunn is so clumsy these days tell her I won't let HER use it. See you next week. Ms. P.

Mayumi's fifth letter to Ms P.

Dear Ms. P.,

I hope you had a nice Christmas holiday. May I interview you again on 19th January at 10:00 to talk about our holidays and other things? This is our last interview so I hope you will say "yes".

*Sincerely,
Mayumi.*

Ms.P.'s response

*Dear Mayumi,
I had a lovely holiday thank you and shall tell you all about it when I see you
next week.
Sincerely,
Ms. P.*

Mayumi's letter to Ms. A

*Dear Ms. A.,
My name is Mayumi and I am in grade seven. I am from Japan. I don't think
you know me because you are high school teacher and I am middle school. I
am writing to ask you if I may interview you on 11 February at 10:00. It will
take about 10 minutes and I will come to your classroom. If it is OK, would
you please put your answer in Ms. Gunn's mailbox? Thank you.
Sincerely,
Mayumi.*

Ms. A.s response

*Dear Mayumi,
You're right I don't know you but I love to meet new people so I'm looking
forward to our interview next week.
Ms. A.*

Mayumi's letters and are similar to Su Nam's. There is a build up of positive experiences which transfer well to a new encounter. In the sixth letter Mayumi talks about herself and gives an explanation why she and Ms. A. do not know each other after almost one year at the same small international school²⁰.

9.8.4 Tero's letters to Dr. W. and Mr. M.

Tero's letters conveyed all the basic information, and his later letters also showed Tero trying to add some humour to make the letters more interesting. As noted earlier, Tero and Dr. W. shared a similar conversational style and I believe had established a good rapport with each other. Dr. W.'s responses confirming the date and time were short and to the point, but not unwelcoming. Tero's letter to Mr. M. had a pleasant, conversational tone, similar to the letters to Dr. W. Mr. M.'s response was rather formal and unlike any of the other interviewees, Mr. M discussed the interview time and place with me first and then wrote to Tero to tell him what had been decided, thus perhaps making Tero feel that he was not in charge of the interviews in the same way as he had been with Dr. W.

Tero's first letter to Dr. W.

Dear Dr. W.,

My name is Tero and I'm from Finland. I'm 12 years old. Now I live in Thailand. I'm studying English with Ms. Gunn. I'm writing because I would

²⁰ I believe Mayumi's comment is important here as small schools can be like small towns, where there is often the unrealistic expectation that everyone will know everyone else's name.

*like to interview you. Are one of these time OK for you: Mon 7 September:
9:50 – 11:20 or Tues. 8 September: 9:50 – 11:20? If they are OK, that's good.
I think the interview will take only 10 minutes. Can I interview you in your
office? Please put your answer in Ms. Gunn's mailbox.
Sincerely, Tero*

Dr. W.'s response

September 7 at 10:00. My office is fine.

Tero's thank you note

Thank you Dr. W. I will interview you on next month. Tero

Tero's second letter to Dr. W.

*Hello Dr. W.! Tero here again. I would like to interview you again on Tues. 6
Oct. at 10:00. Is it OK? If it is, I will see you on Tues. 6 Oct. at 10:00.
Tero
P.S. Please put your answer to Ms. Gunn's mailbox.*

Dr. W.'s response

See you then.

Tero's fifth letter to Dr. W.

*Hi again Dr. W. I would like to interview you again – same place, same
people, but different time. Is it OK to interview you on 19 Jan. at 10:00 in
your office. If it is OK please put your answer on Ms. Gunn's mail box. Tero*

Dr. W.'s response

It's OK. See you then.

Tero's letter to Mr. M.

Hi Mr. M.

I'm Tero. I'm writing to you because I would like to interview you on Wed. 10 Feb. at 8:15. I'm in grade 6. I have only one problem: where are we going to interview? (I think Ms. Gunn and I will find a place soon). OK see you then!
Tero.

Mr. M.'s response

I will be away in Malaysia until 10 Feb. I have spoken to Ms. Gunn about this and have changed our interview to 11 Feb. at 8:30. Meet me outside room 3.1 and we will interview in the common area.
Mr. M.

Tero's letter to Mr. M., like Mayumi's and Su Nam's, is positive and friendly. Mr. M.'s formal response, however, highlights the importance of two-way communication and different communicative styles. Although Tero appeared to have the potential for a positive communicative interaction with Mr. M., the formality of Mr. M.'s letter may have made him uneasy, especially after Dr. W.'s casual approach.

9.9 Summary

This chapter has focused on areas of development in the student –led interviews that the interviewees commented on after interview three. The interviewees' main suggestion was that they wanted to see the students become more involved in the interviews by adding follow-up questions and moving away from their prepared questions. It is interesting to note that the interviewees did not recommend that the students needed to work on their grammar or pronunciation even though we saw in Chapter Eight that these areas sometimes caused the interviewees to ask for clarification.

It appears that, as participants in the interviews, the interviewees seemed to be more interested in encouraging the students to be more involved and interactive, rather than grammatically correct. Through reflection and self-discovery, as well as direct teaching and practice, the students were able to elaborate on the interviewees' answers and move away from a question-answer format for at least part of the later interviews with the same native speaker of English. The students were then able to take what they had practised and, some more comfortably than others, interact with a different native speaker of English.

What this data has not shown is a neat example of putting the components from the various theories of communicative competence into practice. On an operational level, communicative competence has proven to be a complex concept indeed, with a

number of factors needing to be taken into consideration. Chapter Ten will discuss these issues in more detail, in particular in terms of how they relate to answering the research questions.

Chapter 10: Operational Communicative Competence

The ever-present danger of a widening gap (of trust, relevance, understanding) between research and practice can only be avoided if the concerns of learners and teachers are kept on centre-stage. This can be done through classroom research, especially if teachers (and learners) themselves take an active part in it and thus use research as a central aspect of teaching praxis. There are many additional benefits in this, but at the very least it can assure that a dialogue between actors, directors and critics is maintained (van Lier, 1988: 15, parentheses in original).

10.1 Interpreting the outcomes

As outlined in Chapter Two, the theoretical concept of communicative competence has been widely discussed and researched. Regardless of which theoretical model is used to identify the various components, Brown (2000) summarises that communicative competence can be seen to comprise both linguistic and functional aspects which enable students to "convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (2000: 246). Other influences upon communicative competence, such as student affective factors, while not directly teachable, are also importance considerations. Can educating for communicative competence really be that straightforward? Before answering this question, we shall first consider the areas revealed in the data that were the cause of either an actual or potential communicative understanding, vocabulary, pronunciation, and grammar, as

well as the concept of strategic competence, in light of some of the theoretical concepts summarised earlier in this thesis (see Tables 2.4 and 2.5 in Chapter Two).

10.2 Vocabulary

In their conceptual model, Bachman and Palmer (1996) include vocabulary as one sub-category of grammatical knowledge, which is itself a sub-category of organisational knowledge. They also include knowledge of idioms, cultural variations, etc., under sociolinguistic knowledge. It appears, then, by placing vocabulary under organisational knowledge and separating it from sociolinguistics, vocabulary learning is treated as a static undertaking. This does not take into consideration the use of familiar words in unfamiliar ways, and the fact that one English word can have many different meanings. Vocabulary problems were the cause of a number of potential or actual communicative misunderstandings for the students involved in this research.

I propose that the term, socio-lexical competence, may be better used to encapsulate the ability to use, and to understand, English words, phrases, sentences and paragraphs, including idioms, slang and colloquialisms, that both the students choose to use, and that others respond with, in a variety of social and cultural contexts. This term also captures the dynamic side of sociolinguistics in the many countries in the world that have English as their first language. These various English speaking countries contain their own markers of social relations, politeness conventions,

expressions of folk-wisdom, register differences, dialect and accent, which are outlined as the elements of sociolinguistic competence by the Council of Europe (1998: 19). These varieties add to the rich vocabulary base needed by students learning English.

The importance of vocabulary, or developing socio-lexical competence, is further emphasised by the fact that native speakers of English, as well as students learning English as a second language, experience many communicative misunderstandings. English is a living language with new idioms constantly being introduced into the numerous English speaking countries, as the following example from my own experience illustrates, these new idioms can cause communicative problems:

After I had left Canada to live overseas, the one dollar coin was introduced. I knew of this, but I did not know that in Canadian vernacular this new coin was called a "loony". When I arrived in Canada for a visit from Japan, I wanted to get a cart at the airport for my luggage. I found out, much to my surprise, that the carts at Pearson International Airport were no longer free. As I stood by the carts with what must have been a confused look on my face, a guard came up and said to me, "Takes a loony to get a cart, eh." I honestly had no idea what he was talking about, even though he was speaking English. At that time, the word "loony" to me meant someone who was crazy. I did not know whether to be insulted or not. It was not until I told the story to my family that I realised that he was telling me the cost of borrowing a cart was a dollar.

If we look at the above transaction in context we can see that we have two native speakers of English at an international airport. The guard's intention was to tell a traveller how much a cart cost and chose to use Canadian slang to achieve this purpose. As a result, the outcome was a confused traveller who did not try to amend the situation, resulting in a co-produced communicative breakdown. Lantolf and Appel point out, "even though native speakers usually exercise automatic control over the formal properties of their language, in the process of achieving some communicative goal they occasionally experience difficulties deploying this linguistic system, such as in the case of lexical access problems" (1994: 20). Native speakers are seen to generally have more background knowledge to help them sort out the meaning, in context, and to distinguish between what is appropriate and what is not, although as the above "loony" example illustrates, this is not always the case.

Tero provided an example of appropriate language use when preparing for interview two with Dr. W. Two of Tero's prepared questions were "Do you think Bill Clinton did right?" and "Do you think Bill Clinton's wife is happy?" These questions were referring to the Bill Clinton - Monica Lewinsky scandal in the United States which had yet to be resolved at the time. Owing to my North American cultural background, when I saw these questions I asked Tero if he thought they were appropriate. He said that they were probably not, but he could not say why. I then asked if I could share this topic with the rest of the class and Tero consented. The other students agreed that he should not ask those questions because he would probably make his interviewee feel uncomfortable. We then discussed other kinds of questions that should not be

asked, in the context of interviews with teachers whose first language is English. The students generated topics ranging from age and weight to how much money one made. Two students from different parts of Asia commented that in their cultures, it is perfectly acceptable to discuss these topics, once again focusing on the importance of contextual variation. In her journal entry given below, Mayumi also commented about not asking about politics.

I think I can't ask about what do you think about politics of your country, because the people think different idea. If a person says I don't like it, the people who like will be very angry (29 September, 1998).

The interviewees' use of unknown vocabulary or use of known vocabulary in an unknown way played a very large role in potential or actual communicative misunderstandings in the interviews supporting Newton's (2001) view that:

Encounters with unfamiliar vocabulary are among the obvious and inevitable challenges faced by language learners using the target language in communication outside the classroom, whether for work, travel, or recreation, when using the media, or in academic contexts. Such encounters present a common dilemma; how can a learner meet the dual demands of attending to unfamiliar language during on-line communication while also maintaining the flow of communication or comprehension? (2001: 30).

In the actual interviews, the students displayed different ways of dealing with unfamiliar vocabulary. Su Nam, for example, in interview four, used the word "place" to find out more information from Mr. R. about where he had gone on holiday, and in

interview five he again tested out a geographical category without ever using the actual name, Mt. Cook. Su Nam can be seen to be tackling both of Newton's categories of maintaining the flow of the conversation while at the same time attempting to get more information to help with his comprehension.

From interview four

- 16 Mr. R: Last Christmas? We went to we went to ah, Phuket. We went to Phuket and to Phi Phi down in Southern Thailand.
- 17 Su Nam: *Is it good place?*
- 18 Mr. R: It was a wonderful place.

From interview five

21. Su Nam: *What is famous place in New Zealand?*
22. Mr. R: Famous place? Oh. There are many famous places. I would say Mt. Cook is a famous place. .
23. Su Nam: *Um, is it island?*
24. Mr. R: No Mt. Cook is a mountain.
25. Su Nam: *Oh, it seems like island.*
26. Mr. R: Yeah, it's a mountain. You know, it's got snow on it.
27. Su Nam: *Yeah. Did you go there?*
28. Mr. R: No. Mt. Cook is in the South Island. We went to the North Island.

Su Nam's personality is such that he is generally not afraid to ask for help when he needs it, but he is also a problem solver and, in the above examples, seemed to prefer to investigate ways to figure things out himself, rather than ask Mr. R. for help directly.

Jean generally chose not to let Mrs. L. know when she had not understood a word or phrase. In this way, Jean chose to focus on one of the dual demands outlined by Newton, that is she chose to maintain the flow of the conversation rather than focus on comprehension. This decision was most probably influenced by her personality and her relationship with Mrs. L. As we saw in Chapter Nine, Jean and Mrs. L. did not seem to establish a comfortable conversational rapport, and that, combined with Jean's shy nature, made it difficult for her to ask Mrs. L. for help.

Mayumi could be seen to be working on both maintaining the flow of the conversation and working on her comprehension by asking the interviewees directly what words meant. As illustrated in Chapter Eight, Mayumi did not stop the interviewee after every unknown word, but rather, she would wait until there was a break in the conversation and then ask. Mayumi and Ms. P. had established a comfortable interactive rapport, which allowed Mayumi to deviate from her prepared list of questions and to check her comprehension as she needed to. Mayumi was able to extend this level of comfort into the final sixth interview with Ms. A.

Tero did not ask Dr. W. to explain new words, but rather he could be seen to add information about himself or his country, or use these as analogies, to check meaning. Tero, although sometimes seeming to be rather abrupt, was able to maintain the flow of the conversation, whether he understood most of what Dr. W. had said or not. My observation was that Tero demonstrated that he had a variety of tactics which were

co-operative and added to the interviews with Dr. W. He was able to act as a conversational partner with Dr. W. and maintain the flow of the conversation, but as we saw in Chapter Nine, Tero's communicative style did not match Mr. M.'s and neither party seemed satisfied with their particular interaction.

The examples above help to illustrate that the development of socio-lexical competence is a complex issue with a number of other factors coming into play, for example, the students' personalities, the rapport between the interlocutors, and the students' purposes for engaging in the interaction. It also appears to be a developmental area which requires help from a teacher or a more capable peer. This is supported by Lynch's (2001) findings. In his study of adult learners of English for Academic Purposes transcribing their oral work in pairs, Lynch observed that "although the students noticed many errors for themselves, it is clear that the teacher still has a role to play in providing post-task feedback, particularly in the area of vocabulary" (pp. 130 – 131).

There were several examples in the data analysis that highlighted the importance of vocabulary and its role in the students' comprehension. For example, although Ms. P explained the word "curriculum" when she first used it, Mayumi was still unclear about the meaning. There were also examples where the students, Tero in particular, heard a word and attached a previously learned meaning to it, but in fact the interviewee was using the word in a different way. In a classroom situation, where new vocabulary is constantly being introduced, teachers may think they have

presented the new words well, and given adequate explanations, but in fact, the students may attach a completely different meaning to them as was illustrated by some of the students in this research. This raises the issue of how much the teacher should present and when.

10.3 Pronunciation

There were several examples in the data where the students' pronunciation could be seen to be contributing to the cause of a communicative misunderstanding. In addition there were examples where the interviewees' pronunciation was different from what the students were used to, which had not only an impact on the students' understanding but also their comfort level. Morley (1999) suggests that, "intelligible pronunciation is an essential component of communicative competence" (p. 58) which supports working on students' pronunciation, but does not deal with the issue of the effect the other interlocutor's pronunciation will have on the communicative interaction, an area which often seems to be sidestepped (perhaps for reasons of political correctness) in the second language acquisition literature.

Pronunciation problems in the interviews raise the issue that perhaps a long-term student-teacher relationship is not beneficial to students in a language learning context. All of the students experienced a number of occasions where they had to repeat what they had said, and work on their pronunciation. As their ESL teacher, I could usually understand them regardless of their pronunciation problems, which may

have given the students a feeling of false security. Another danger of working with one teacher for too long, which was also evident in this research, is the students' difficulty in understanding native speakers of English from different English-speaking countries, because the accents are different from what they are used to.

10.4 Using grammar in context

The terms discourse competence (Canale, 1983) and pragmatic knowledge (Bachman and Palmer, 1996) have been used to describe the use of grammar in context. Grammatical knowledge has been separated out as an entity which Canale and Swain (1980) called grammatical competence. Bachman and Palmer (1996) define grammatical knowledge as what "is involved in producing or comprehending formally accurate utterances or sentences" (p. 68). In the interviews, there were several examples of the students using incorrect tenses, for example using past tense where present tense was actually needed. These kinds of mistakes did not have much of an effect on the interviews as the students were working with adult native speakers of English who were able to understand what the student was trying to say. For example, after Mr. R. had told Su Nam about his last summer holiday, Su Nam asked, "Is that good?" Mr. R. replied with "Yeah, it was good." There were also examples where the students were able to repair their own mistakes, and question the language used by the interviewees, demonstrating their level of grammatical knowledge.

Using grammar appropriately in context, as defined by pragmatic competence, is a challenge for students. As Brown (1994) points out, pragmatics are influenced by context and what may be appropriate to say or write in one context may not be in another. An example of this from this research occurred when the students were writing their second set of letters to their interviewees to arrange a time for the next interview. One of the students wrote, "I have to interview you again." When I noticed this, the rest of the class and I discussed the use of "have to" versus "want to" or "would like to" when requesting something. The following excerpt is from my teaching journal dated 28 September, 1998:

I asked the students what they thought "have to" means. Does it mean you want to do something or not? All but one student thought it meant you wanted to do something, that it was the same as "want to". I explained that as a native speaker of English, if I read "I have to interview you." I would think the student didn't really want to talk to me. They were surprised and we talked about more polite forms, for example: would like to, want to, etc.

I knew where the confusion had come from for the students. I had overheard the form "have to" being used by other non-ESL members of the class talking about a popular film that one of them had not yet seen. The student replied with "I have to see it. I'll die if I don't." In this context, of course, "have to" indicated that the student really wanted to see the film, and again in this context, "I would like to see it." would not have been appropriate. Brown suggests that for ESL / EFL students, "learning the organizational rules of a second language are almost simple when compared to the complexity of catching on to a seemingly never-ending list of pragmatic constraints"

(1994: 231). Focusing on helping students use grammar appropriately, in context, has been, for me, a challenge in teaching, and I believe one of the challenges of helping our students develop communicative competence.

10.5 Strategic competence

As Brown points out, "strategic competence occupies a special place in an understanding of communication" (2000: 247). In their original 1980 model of communicative competence, Canale and Swain introduced strategic competence which focused mainly on the student's ability to amend communicative problems. This emphasis on the repair function of strategies was called into question and later revised by Canale in 1983 to include enhancement strategies as well as repair strategies used in communication. Bachman (1990) viewed strategies as "a general ability, which enables an individual to make the most effective use of available abilities in carrying out a given task" (1990: 106). This idea was also retained in the 1996 Bachman and Palmer model in which they view strategic competence as a "set of higher order executive processes that provide a cognitive management function in language use" (1996: 70).

Strategic competence, then, on a theoretical level, can be viewed as the techniques used to manipulate exchanges, as well as knowledge of how best to use language strategically to achieve the objectives of the transaction. In other words, in addition to repairing or extending communicative transactions, strategies can also be used more globally to contrive an overall "game-plan" of what the students hope to achieve from

each transaction. But this research has raised the question for me of how can we measure a student's level of strategic competence unless we know exactly what the students' purposes are? We may think that a student is not strategically competent when he /she abandons a topic or does not use a strategy to clear up any misunderstandings, when, in fact, the student may be strategically astute enough to know when to leave a topic that is hindering, not helping the communicative interaction. It may be that the student is, as Aston (1986) suggests, using strategies to help establish rapport between his/herself and the interlocutor and focus on the social aspect of the interaction, rather than on understanding every utterance.

In this research, Tero provided a number of examples where he would leave a topic rather than ask a question to which he already knew the answer. He was asking his questions for social, communicative reasons, not just for language practice reasons (Aston, 1986). However, without talking to Tero and by only listening to the tapes or reading the transcripts, it would be easy to assume that Tero was not strategically competent in the theoretical sense of utilising strategies to get more information.

Putting the theoretical construct of strategic competence into practice is also partly determined by the students' personalities and cultures. For example, a student who is very shy and quiet may know how to ask for help when she does not understand, but may prefer to remain quiet rather than ask for help, as seemed to be the case with Jean. Some cultures place value on students taking the initiative and encourage them

to ask questions and be outspoken, while other cultures prefer more subdued, modest approaches to learning.

From this research, I believe that the answer to the question posed at the beginning of this chapter is no, teaching for communicative competence is not straightforward in the sense of applying the various theories into practice. The data revealed how crucial other influences are particularly those determined by the unique relationship and rapport negotiated by the interlocutors involved in the communicative interactions. The RITE technique was particularly helpful with its close analysis, reflection and discussion of error in foregrounding the importance of these influences.

Operationalising the conceptual categories of communicative competence in pedagogical practice is a complex task. In Chapter Three I reviewed a variety of teaching methods and how these methods could be seen to focus on some, but not usually all, of the various components of communicative competence, either by design, or by default. I then discussed the move away from using just one method or approach to what Kumaravadivelu (1994) calls the post-method condition in language teaching. Kumaravadivelu believes that "the post method condition empowers practitioners to construct classroom-oriented theories of practice" (1994: 29). This approach, I believe, better captures the issues involved in teaching for communicative competence, which will be expanded upon as I now address the two research questions posed by this study.

10.6 What has been learned about the challenges of educating for communicative competence?

I believe that this study demonstrates that understanding the components of communicative competence, despite which model is used, is not where the challenge of helping our students develop communicative competence lies. The components are well presented and clearly explained in most of the theoretical models that are available, and most teachers know that no matter what they are teaching, they should, at the same time, take into account the effect of influences such as personality factors and culture on the learning situation.

What seems to be missing in the theoretical models is the very important role that the other participants play in the development of communicative competence.

Communicative transactions involve two (or more) people, and the communicative success of the transaction depends on both (or all) participants. Different students are likely to have different problems (as we have seen with the four students in this research) and are likely to set up different kinds of communicative arenas. The models, Canale and Swain's model in particular, outline what our students should know, and what we as teachers should be looking for in our students' performances, but omit what the other interlocutors should know, and the effect their knowledge, or lack thereof, will have on the transaction, and also the differences between students and between communicative situations.

I believe the challenge of helping our students develop communicative competence involves a shift in perspective, a move away from a concern with the theoretical aspects toward one of operationalising communicative competence. The theoretical components do not incorporate the difficulty of teaching our students how to use the target language to meet their communicative needs in ever changing situations. A list of what linguistic or strategic competence consists of does not address the issue of application in context, and the interaction between two or more people at different levels of competence, and in different situations. We need to consider other situated influences, such as personality and motivation, of all the participants, upon language development in a specific context. The RITE technique has helped to illustrate that when putting the various components taken from theories of communicative competence into practice, the role of the other participants, including the teacher, and their influence upon the success or failure of the interaction, must be acknowledged.

Bachman and Palmer's (1996) acknowledge the role of the other interlocutors in communication as shown in their definition of language use:

in general *language use* can be defined as the creation or interpretation of intended meanings in discourse by an individual, or as the dynamic and interactive negotiation of intended meanings between two or more individuals in a particular situation (Bachman and Palmer, 1996: 62, emphasis in original).

Bachman and Palmer's 1996 model of communicative competence, however, was designed to help develop language tests which, by the very nature of tests, focus on assessing the students', not the examiners' language level. As mentioned in Chapter Two, Bachman and Palmer extend some of the earlier models of communicative competence with their emphasis on the interaction between the components, and their more comprehensive outlines of the various components. Bachman and Palmer also discuss the importance of designing culturally fair tests, and the need to avoid topics that will cause the students to feel uncomfortable. However, in my opinion, their model does not place adequate emphasis on the role of the other interlocutors in helping or hindering the students' communicative efforts, which can then have an effect on the students' test performances. In this research, I was able to access, through the activities in the RITE technique, specifically the student – teacher review, the effect on the students' performances of the interviewees' reactions and responses (influenced by the interviewees' personalities and communicative styles) to the students' questions.

The students in this research have helped to demonstrate that learners adopt their own particular methods for acquiring competence, not necessarily based on any one theory. Instead, they are influenced by a myriad of personal and contextual factors. Therefore, I believe that educating for communicative competence should not rely on any one theory alone. The pedagogical reality is that numerous other factors come into play that make taking neat, conceptual theories and implementing them in the "real world" a complex, but not impossible, task. The challenge is to find tasks, or

activities, that will help our students achieve a global, interactive communicative competence based on theory, while at the same time possible in practice.

10.7 What has been learned about the development over time of communicative competence?

Development for the students involved in this research reflects, in many ways, "development as apprenticeship", to use Rogoff's term (1990). In this research, I was able to review each interview with each student, and go over both the successful and unsuccessful aspects of a particular interview, but I could not predict (nor could the students) how the next interview would proceed. As Coughlan and Duff point out, "a linguistic event never duplicates a past one, and can never be truly replicated in the future" (1994: 190), thus emphasising the situated nature of communication. The development of communicative competence, in practice, is situated in the context in which the communication is taking place.

Apprentices do not become masters overnight, but rather through an on-going relationship, the master, teacher, or more capable peer, is able to hand over his/her knowledge to the apprentice. Rogoff summarises the two roles:

Novices actively attempt to make sense of new situations.... At the same time, their partners who have relatively greater skill and understanding can often more easily find effective ways to achieve shared thinking that stretch the less skilled partner's understanding (Rogoff, 1990: 39).

I believe that the data from this research reflect the notions of apprenticeship and scaffolded learning as discussed in Chapter Two. Scaffolding relationships between the students and the interviewees were, although not necessarily part of a conscious agenda, evident. For example, the nature of the interactions between the students and the interviewees, including the interviewees' use of strategies, were important as a factor in the students' development of strategic competence in this research. Some of the interviewees were very talkative, offered lots of extra information and actively tried to clear up any potential communicative misunderstandings, while others were quieter and talked less. The students and I discussed the interviewees' roles and the following extract is taken from my teaching journal from after the students had completed two out of the six interviews.

We talked about two interviews in particular. One where the interviewee was very talkative and gave extra information, and another where the interviewee gave very short answers. Some of the students said the shorter one was easier because "you don't have to write as much". Then we talked about the ease or difficulty of talking to someone who always gives short answers. The students decided that longer answers are actually better because it gives you more to talk and ask about (6 October, 1998).

After this discussion the students and I talked about ways to be more involved in the interview process, and techniques to encourage the interviewee to speak more, for example, asking open-ended information questions starting with "who, what, where, etc." instead of asking closed questions which had to be answered by "yes" or "no". In our individual student-teacher reviews, I would point out ways in which the

interviewees had tried to add to the interviews, as shown in the example below taken from the student-teacher review done with Mayumi after interview two:

Student – teacher review

1. Ms. Gunn: Even though you missed a few things this is great. Next time though, I think, it might be helpful for you if she says a word like, "culture", just like Ms. P. said to you here, "Cheeses?" and you said, "No, seasons." you might want to say, "What is that word again?" or "What are boiled vegetables?" so that you can understand in the interview. Ms. P., I think, tries to give you lots of information and she'd be happy to tell you. OK?
2. Mayumi Ok.

The students worked on ways to add to the interview process and ways to repair potential misunderstandings when they did not understand, but did not always employ these tactics in the actual interviews. Some of the students could be seen taking the initiative and trying to involve themselves in the interviews by moving away from a question and answer format to a more interactive interview. This process, however, was limited by the context. The students were not talking to their peers, they were talking to adults, to teachers, but not their own teachers, so their range of interview topics and questions were limited.

The potential and actual communicative misunderstandings outlined in Chapter Eight highlighted the interaction between the interviewee and the student. Both the students and the interviewees used various strategies in the interviews when attempting to clear up communicative misunderstandings. However, sometimes the student made a

strategic decision to leave the topic and move on. The students demonstrated that communicative interaction does have to mean understanding everything and replying appropriately, and perhaps part of communicative competence is in knowing how to keep the conversation going, which includes knowing when to feign understanding and when to change the subject.

The degree of communicative interaction, and development of rapport, can be influenced by the moods, personalities, and participation of everyone involved. In this study, individual factors, such as confidence, comfort level, culture, and shared background information played an important role in how the students and interviewees dealt with each other and how well they were able to establish a rapport with one another over the course of the five interviews. Development was apparent not just in a gain in English speaking skills as per the traditional categories of communicative competence, but in being able to interact, negotiate and develop rapport with native English speakers. It is the development of this individualised and situated ability to operationalise key aspects of communicative competence that, I believe, highlights the pedagogical realities of teaching for communicative competence.

The data also reflect many of the concerns of the socio-cultural perspective. Ellis summarises the socio-cultural view that "interaction is not just a device that facilitates learners' movement along the interlanguage continuum, but a social event which helps learners participate in their own development, including shaping the path it

follows" (1999: 20). The student-led interviews were an opportunity for the students to further their development through social interaction with native speakers of English. The student – teacher reviews gave the students the opportunity to take the lead and tell me what they did not understand, as well as tell me what they felt they did well in the interviews. Cultural differences were observed between the students as reflected in their individual styles and choice of strategies. That these strategies developed over time in this research supports Vygotsky's notions of mediated learning which underpins much of the socio-cultural and social constructivist perspectives discussed in Chapter Four.

In this research, I have adopted many of the principles of Exploratory Practice (Allwright, 1993). With the help of Strauss and Corbin's (1998) grounded theory, I was able to look at what happened in a communicative event and examine how people show themselves to be communicatively competent. As a result I now have a better understanding of my puzzle area of the challenges of educating for communicative competence. But have I adequately met the goals and aims of Exploratory Practice? In reviewing this study in light of the seven aims of Exploratory Practice, I will, in Chapter Eleven, discuss some of the implications that I believe this research has for the field of teaching foreign or second languages and some possible areas for further research.

Chapter 11: Meeting the Aims of Exploratory Practice

If teacher research is made central to the pedagogy, and is in fact successful in enhancing teachers' understanding of classroom language pedagogy, then not only will the professional development aim be well served, but so will potentially an additional aim of general 'research progress'. By 'research progress' I mean a sense that the profession as a whole is developing its general understanding of classroom language learning and teaching (Allwright, 1993: 127, quotation marks in original).

11.1 Introduction

This exploratory practice research has attempted to integrate research and pedagogy following on from the belief that teachers have an important place in TESOL research. Allwright suggests that there are seven major aims of exploratory practice research, relevance, reflection, continuity, collegiality, learner development, teacher development, and theory-building. I shall now look at each of these aims and how I did, or did not, meet them in this research, as well as discuss the implications of my findings and areas for further research.

11.2 Relevance

Allwright (1993) stresses the importance of Exploratory Practice research being relevant to the teacher undertaking the research and to the students involved. As he states, "the least to hope for from our work is that teachers bringing research into their own teaching will ensure that what they explore is relevant to themselves, regardless

of what concerns academic researchers, and of course that it is also relevant to their learners, who may well have interesting puzzles of their own to explore" (Allwright, 1993: 128).

First, how relevant was this to me? This research was an opportunity for me to explore an area that I have been interested in, and puzzled by, for a long time. It was directly related to my teaching situation at the time and as such, I was completely committed to this research. Williams and Burden believe that successful learning will occur in classrooms "where confidence is built up, where mistakes can be made without fear, where learners can use the language without embarrassment, where all contributions are valued, and where activities lead to feelings of success, not failure" (1997: 7). This research gave me the opportunity to provide such an environment for my students: a learning environment where the students felt free to take risks (i.e., make mistakes) and experiment with the target language, and at the same time further their development of communicative competence.

Second, how relevant was this research to my students? Basturkmen states that, "asking questions, and engaging in questioning sequences in talk, represents a pervasive part of academic and work life that is critical for getting information, contributing ideas, and being actively involved in the environment" (2001: 4). I believe the activities of the RITE technique gave the students a number of opportunities to actively involve themselves in an authentic communicative context by asking and answering questions, which as Basturkmen (2001) points out is an area

that is important to students at all levels of language learning development. Another beneficial area to the students was in helping them to become more comfortable interacting with native speakers of English and to have the opportunity to build a conversational rapport with the interviewees as they progressed through the five interviews. The sixth interview provided an opportunity for the students to then transfer what they had learned to a new context.

Making mistakes is something that every language learner experiences. I believe that focusing on mistakes was relevant for the four students in this research as indicated by their answers to anonymous questionnaires²¹ regarding their perceptions of making and correcting mistakes. Both before and after the students' participation in the RITE technique, they wrote that they thought finding about, and correcting, their mistakes in both their oral and written work was useful for them to help further their English language development. Mayumi also commented in her 14 September, 1998 journal entry, at the beginning of the programme, "I think mistake is important to learn English."

The students were asked to give their impressions of the activities of the RITE technique in anonymous student questionnaires at the end of the six student-led

²¹ Throughout this thesis I have referred to the students in order starting with Su Nam, followed by Jean, then Mayumi and then Tero. The answers given to the anonymous questionnaires, found in appendices Q, R and S, are given in sets of four to represent the four students. The first answer is from the same student for each question, as are the second, third and fourth answers. However, answer one is not necessarily from Su Nam, answer two is not necessarily from Jean, answer three is not necessarily from Mayumi, and answer four is not necessarily from Tero, as might be assumed given the order used in the main body of this thesis.

interviews. I asked them to rank each activity, using a scale of one to five, where one was low and five was high, based on their interest in the activity and whether or not they thought they had learned anything from the activity. The completed questionnaires can be found in Appendix S, but to summarise, although the students did not enjoy every aspect of the RITE technique, particularly the transcription work, there is general agreement that the activities helped them learn. I believe that as the students viewed the activities as helping them to learn English, this can be taken as an indication that the activities had some relevance for them.

The questionnaire also contained a sentence completion section. In this section I asked the students what they liked and did not like about the RITE technique. This format opens itself to criticism as it does not allow the students to say whether what they liked was more important than what they did not like. It can also be argued that by expecting the students to finish the sentences it makes it impossible for the students not to have something they did or did not like. One way to amend this would be to add the word, "optional" to the sentence completion section so that the students could choose whether they will complete the sentences or not. In the case of the four students involved in this research, however, I believe that if they had not had anything they did or did not like, they would have told me. They had done this before when I asked them after interview three to complete the sentence, "Things that are not helping me learn.", Su Nam wrote, "I don't know. I don't think I have.", and Tero wrote, "Nothing!".

The students' dislike of transcribing the interviews is an area that needs attention in future research. In the anonymous questionnaires, two out of the four students mentioned that reviewing their transcriptions and talking about their mistakes with me helped them learn. One student also wrote that doing the transcribing helped him/her to become better at listening. It appears then that the students recognised the value of the transcription process in spite of the fact that they did not like doing it.

Su Nam and Tero did not hesitate to let me know that they did not like transcribing the tapes, as indicated by their comments such as, "I don't want to write again. I want to talk to interviewee, but I don't want to write again!" from Su Nam's 15 February, 1999 journal entry and "I didn't like transcribing the tape at all." from Tero in his response to my letter in March 1999. Jean did not refer to the transcription process, although she did not correct me in my letter to her when I stated that I thought she had enjoyed doing the transcriptions. Mayumi wrote in her journal entry after interview three:

Things that are not helpful is walkman, the voices sometimes be small, the voices sometimes be big. It is difficult to listen (5 November, 1998).

For Mayumi, then, it appears that it was not the actual transcribing that she did not like, but rather using a walkman to do so. Clennell (1999) suggests having the students transcribe in pairs, where one partner is in charge of starting and stopping the cassette, and another is in charge of transcribing. The students change places periodically and then they check the transcriptions together. The focus changes

slightly to collaborative student correction, which may, in fact, enhance the process, especially in large classes, depending on the students. My decision to use walkmans was based on the fact that there were several different levels of classes going on at the same time in my classroom and the noise factor would have been too great for anyone to get any work done if all four students were listening to their interviews without headphones.

I believe we should also consider the relevance of this research to other teachers.

Burton (1999) asks the following questions regarding the relevance of teacher – research:

- To what extent do teachers need to know the outcomes of this research study?
- To what extent do outcomes from this research study confirm what is known about teaching?
- How close are research outcomes to practical teaching requirements?

To answer these questions, I believe that the activities of the RITE technique themselves, and what the activities revealed about the role of interaction will be of interest to other teachers. This research has shown, through the scaffolding evolving over time afforded by the RITE technique, that teachers and other interlocutors have an important role in helping our students develop communicative competence. This may not be new information, but I believe it is information worth recapitulating, and affirming, in our language classrooms. I have thus far only used the RITE technique

with small groups of students. The practicality of utilising it in a large class is an area for further investigation.

Finally, this research has shown the ability of classroom activities, in this case the RITE technique, to naturally produce rich data for research purposes. This supports the Exploratory Practice principle of utilising pedagogical activities as research tools, which I believe would be interest to other teachers pondering over whether to engage in teacher – research or not. This research represents, or illustrates, both an example of the application of theory to practice and the grounding of practice in theory i.e., it investigates the link between the two via the RITE technique. And this explication of theoretical elements that underlie pedagogical practice is, in my opinion, of direct relevance to other teachers, researchers and teacher-researchers.

11.3 Continuity and collegiality

These two aims are inseparable to me. Focusing on learning and teaching, and on improving my teaching is not just something I engaged in during the course of this research. It is something I am interested in and have always tried to do and will continue to do. I believe, however, that this particular research, especially the student-teacher review brought me closer to my students in Thailand and has had an effect on how I now interact with my new students.

Did engaging in this research bring me together with other teachers? This has both a "yes" and a "no" answer. In Thailand, I was able to interact with a number of teachers regarding their participation in the interviews, and I was able to present my research at school in-services, but in many ways it was a very isolating experience, as most of the teachers at ISE were only politely interested in what I was doing and were not interested in the findings, mainly as they were very busy people.

This research, however, has enabled me to communicate with other ESOL teachers through conferences and papers that have resulted from my interests in these areas (for example, see Gunn, 1998a, 1998b, 2001).

11.4 Learner development and learner reflection

As outlined earlier in this thesis, the student-led interview project was set up to give the students a number of opportunities to reflect upon their written and oral transactions to further their language development. Examining the development of communicative competence over time was a key element of this research and was discussed in Chapter Ten.

Reflection was an integral part of the learning context as encouraged by the RITE technique to promote the students' language awareness. The students and I discussed both the successful aspects of their interviews as well as the causes of communicative misunderstandings. The students also wrote about their perceptions of their oral

performances in their journals. I believe that some of the students reached a point where they knew what to do and had become confident in their ability to lead an interview with native speakers of English. This was shown in the increasing ability to ad lib, the ability to deal with unknown vocabulary, and the use of appropriate conversation strategies of some students, especially Mayumi.

The students and I examined grammatical errors in the student-teacher review, and the students could be seen to develop in their ability to self-correct. In addition, although the students made grammatical mistakes, they were still able to maintain a successful, interactive transaction. Some of the students made grammatical errors as they became more confident and involved in the interview process. As Allwright (1976) points out, "a further, and very important point to be considered is that the development of communicative self-confidence in ... learners is perhaps crucial to their further linguistic development" (p. 11, underlining in original). For example grammatical problems often arose when the students referred back to what the interviewee had said, or added some personal information to supplement what the interviewee had said in order to move away from a strictly question and answer format. If the students had not been confident enough to take risks, they would not have had the opportunity to learn from the mistakes that arose from their unplanned interactions. However, as the students were working with native speakers of English, the interviews did not reveal anything about the students' ability to survive grammatical incompetence in their interlocutors. This is another puzzle area that would benefit from further research by other teachers in different contexts.

The students could be seen to gain in confidence, and to take risks with the target language, at various points in the interview project. Mayumi, for example, steadily gained confidence through the six months, whereas Jean, seemed to gain a little bit of confidence in interview three, but then seemed to become less confident in interviews four and five.

One of the purposes of the reflective activities in the RITE technique was to help the students review what had been successful and what had been unsuccessful in the interviews in order to apply what they had reviewed in a new situation. We saw that some students were more able to do this than others. Basturkmen points out that, "although awareness on the part of learners cannot be equated with immediate production of target items, becoming aware of others' more sophisticated use of interactive strategies can be a catalyst for change and development" (2001: 12). I saw that this was true for some of the students but also that awareness did not always produce change. Jean, for example, was aware of her soft speaking voice, and could tell me where she could have asked another question, or added some extra information, but in the actual interviews found it difficult to speak up or to ask extra questions. In Jean's case, being aware did not result in improved performance, and in fact may have made her more nervous.

11.5 Teacher development and reflection

This research has opened my eyes as to how I responded to and worked with the different students involved in this research. In addition, perceptual mismatches, as outlined in Chapter Four, are evident in the student – teacher review, particularly regarding grammatical errors. I can be seen to making assumptions about the students' level of grammatical understanding. For example, there were a number of instances where the students made errors when transcribing the present perfect tense. As their teacher, I knew that we had spent many class hours and had done a variety of activities revolving around the present perfect tense. My comments such as "You didn't hear it, but know it should be there" to Su Nam when he left out the "have" when transcribing a present perfect tense sentence show that I naively assumed that because I had taught something to my students they had learned it. Prabhu (1999) points out that learning "is accidental, individual and private – the opposite of teaching which is deliberate, public and most often directed to groups" (p. 53), and that teachers should not make any assumptions about the effects of their teaching on the students' learning. Prabhu maintains that teaching can help learning to occur, but teachers need to remember that, "specific pieces of teaching cannot be expected to bring about corresponding pieces of learning, and that teaching in general can only help to promote learning overall" (1999: 53). My participation in this research, particularly the data analysis of the student-teacher review, has raised my awareness of this concept.

11.6 Theory building

Initially I was interested in developing a new model of communicative competence because of the difficulties that I had experienced putting Canale and Swain's (1980, 1983) theoretical components into practice. Essentially I saw gaps in the theory that I thought needed further investigation. Through this research I now realise that what is needed instead, is not a new model, but rather more information to help put the existing theories into practice. That is, we need to investigate ways of operationalising the already well-researched components of the various theoretical concepts. This research has highlighted a number of key influences upon the development of communicative competence over time, specifically the important role of the interlocutors, and the level of comfort, or establishment of rapport, between the participants.

This area cries out for more research. Although a number of studies have examined native-speaker - student, student - teacher, and student - student interactions, most have focused on the strategies the interlocutors have used to negotiate meaning, I believe more research into the establishment of rapport can add to the studies into negotiation of meaning, and to research into the development of communicative competence.

11.7 Final thoughts

I believe that learning a language can metaphorically be seen as a journey along a road, viewing the students as travellers. As with different cars travelling along the highway, our individual students travel (learn) at different speeds, move backwards and forwards, and even stall while learning a language. The journey to communicative competence is not a linear progression as students are often working on a variety of skills at the same time. The students may also find, as many travellers do, that they do not immediately get to where they had planned to go, that there are many side-tracks to distract them. The road is context-dependent, one where the landscape through which one moves in learning a language is itself a large influence. And as this study has revealed, a lot of the journey is influenced not just by the particular roadway but by the other vehicles met along the way, together with the baggage they carry.

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Appendices

Appendix A: Transcriptions by Ms. Gunn (bold) and Su Nam

Interview # 1

8 September, 1998

1. Su Nam: *Where do you come from?*
Where are you come from?
2. Mr. R: **I come from, ah, a country called New Zealand.**
I come from - ah- a country called New Zealand.
3. Su Nam: *Is it beautiful city, in like, country?*
Is it beautiful country?
4. Mr. R: **It's a beautiful country, yeah, it's very beautiful.**
It's a beautiful country - ah yeah - it's a beautiful country.
5. Su Nam: *What city did you live in your country?*
What city did you live in your country?
6. Mr. R: **In my country? I come from a city called Auckland.**
In my country I come from a city called Auckland.
7. Su Nam: *Oh .When did you come to Thailand?*
When did you come to Thailand?
8. Mr. R: **I came to Thailand two years ago.**
I came to Thailand two years ago.
9. Su Nam: *Why did you come to Thailand?*
Why did you come to Thailand?
- 10 Mr. R: **Ah, I came to Thailand because I got a job teaching at this school.**
Ah. I came to Thailand because I got a job teach in the school.
- 11 Su Nam: *Did you teach before start this school?*
Did you teach before start this school?
- 12 Mr. R: **I did. I taught for five years. No, seven years before coming here.**
I did. I taught for 5 years before coming here.
- 13 Su Nam: *Which country do you like better, Thailand or your country?*
Which country do you like better, Thailand or your country?
- 14 Mr. R: **I'd have to say my own country.**
I have to say my own country.

- 15 Su Nam: *Yeah, I like Korea too. Who is in your family?*
Yeah - I like Korea too. Who is in your family?
- 16 Mr. R: **Who is my family? I have a mother and a father and I have a sister and I have one brother.**
 Who is my family? I have a mother, father, and have sister and own brother.
- 17 Su Nam: *Oh. Do you like your brother?*
Do you like your brother?
- 18 Mr. R: **My brother? He is OK.**
 My brother - he is OK.
- 19 Su Nam: *Do you like your son or daughter very much?*
Do you like your son very much?
- 20 Mr. R: **Do I like my?**
 Do I like my?
- 21 Su Nam: *Son.*
Son.
- 22 Mr. R: **My son?**
- 23 Su Nam: *Yeah.*
- 24 Mr. R: **Yeah, I have a son. Yeah I love my son.**
 Oh I have a son. I love my son.
- 25 Su Nam: *How old is your son?*
How old is your son?
- 26 Mr. R: **My? How old is he? He is, ah, three.**
 How old is he? He is 3 - yeah he is 3 year old.
- 27 Su Nam: **He is three?**
- 28 Mr. R: **Yeah. He is three years old.**
- 29 Su Nam: *What is the hardest thing when you teach your students?*
What is the hardest thing when you teach your students?
- 30 Mr. R: **Ah, when they are noisy. I don't like it when they are noisy.**
 Ah, when they are noisy. I don't like when they are noisy.
- 31 Su Nam: **I like noisy when I talk to my friends.**
 I like noisy when I talk to my friends.
- 32 Mr. R: **Ah, you like the noise.**
 You like noisy.
- 33 Su Nam: *What did you do before you start this school?*
- 34 Mr. R: **I worked in a school in Turkey.**

- 35 *Su Nam:* ***Mm. Do you think are you mean or kind?***
Do you think are you mean or kind?
- 36 Mr. R: **Do I think...?**
- 37 *Su Nam:* ***Mean or kind?***
- 38 Mr. R: **I think I am both. Sometimes I am mean and sometimes I'm kind.**
I think I am both - sometimes I am mean and sometimes I'm kind.
- 39 *Su Nam:* ***I think you are kind.***
I think you're kind.
- 40 Mr. R: **Oh, thank you.**
Oh - thank you.
- 41 *Su Nam:* ***Thank you a lot. See you next month.***
Thanks a lot. See you next month.
- 42 Mr. R: **Next month - great.**
Next month - great.

1. *Su Nam:* ***This time let's talk about New Zealand.***
This time let's talk about NZ.
2. *Mr. R:* **OK.**
OK.
3. *Su Nam:* ***How many seasons does New Zealand have?***
How many seasons does NZ have?
4. *Mr. R:* **How many does - how many what?**
How many does How many what?
5. *Su Nam:* ***Seasons does New Zealand have?***
Seasons does NZ have?
6. *Mr. R:* **It has four.**
It 4.
7. *Su Nam:* ***What is your favourite season in New Zealand?***
What is your favourite season in NZ?
8. *Mr. R:* **I think Autumn.**
I think Autumn.
9. *Su Nam:* ***Why?***
Why?
- 10 *Mr. R:* **Ah, because it's really pretty. The leaves are falling off the trees. It's really, really beautiful.**
Oh -because it really pretty the leave felling up the tree. It really really beautiful.
- 11 *Su Nam:* ***What's the population of New Zealand?***
What the population of NZ?
- 12 *Mr. R:* **Of New Zealand? Three and half million.**
Of NZ? 3 and half million.
- 13 *Su Nam:* ***What is a famous sport in New Zealand?***
What is famous sport in NZ?
- 14 *Mr. R:* **Ah, the national sport is rugby. They play rugby and also they play a lot of cricket.**
Ah- the national sport is rugby they play rugby and they also play _____
- 15 *Su Nam:* ***Do you like rugby?***
Do you like rugby?

- 16 Mr. R: **Do I like rugby?**
Do I like rugby?
- 17 Su Nam: **Yeah.**
- 18 Mr. R: **It's fun to play but ...**
It's fun to play but ...
- 19 Su Nam: **I don't like rugby.**
I don't rugby.
- 20 Mr. R: **You don't like rugby?**
You don't like rugby.
- 21 Su Nam: **Yeah. Why do you like rugby?**
Why do you like rugby?
- 22 Mr. R: **Why do I like rugby? Ah, because it's a team sport, you play with other people, and it can be lot of fun playing with, ah, other people.**
Why do I like rugby? Ah - because it's team sport you play other people and can be lot of fun playing with a - other people.
- 23 Su Nam: **What other sports do you like?**
What other sport do you like?
- 24 Mr. R: **Ah, I really like skiing and, ah, snow boarding and, ah, surfing. I really like to surf.**
Ah- I really like ski and the snow boreding and the _____. I really like.
- 25 Su Nam: **Who is famous singer in New Zealand now?**
Who is famous singer in NZ now?
- 26 Mr. R: **Singer, mmm, I don't know many now. I think there's, there used to be a band called Crowded House, and there's a singer called Kiri Tekanawa.**
Singer, I don't know many. I think band _____ and _____ singer _____.
- 27 Su Nam: **Do you like that singer?**
Do you like that singer?
- 28 Mr. R: **That singer? Kiri Tekanawa? Well, she's an opera singer and, ah, so she has got a beautiful voice. Yes, I like listening to her.**
Ah, that singer _____. She is _____ and the she is got a beautiful voice.

- 29 Su Nam: *Thank you for, talk, told me about New Zealand. Ah, do you have any question about Korea?*
Thank you for - talk - told me about NZ. Do you have any question about Korea?
- 30 Mr. R: **Ah. Do you have skiing there?**
Oh - Do you have ski?
- 31 Su Nam: *Yeah. Korea has ski.*
Yeah - Korea have ski.
- 32 Mr. R: **Yeah? Do you, have you been up to the ski fields?**
Have you been ski field?
- 33 Su Nam: *No I haven't.*
No I haven't.
- 34 Mr. R: **Ah. Does it get very cold?**
Ah it doesn't get very cold.
- 35 Su Nam: *Yeah.*
Yeah.
- 36 Mr. R: **I think you should try. I'd really like to go skiing in Korea.**
I think you should try. I really like go skying in Korea.
- 37 Su Nam: *I will try. OK. Thank you.*
I will try. Thank you.
- 38 Mr. R: **Oh you're welcome. See you next time.**
Ah - you welcome. See you next time.
- 39 Su Nam: *See you next month.*
See you next month.

1. Su Nam: *How are you today?*
How are you doing?
2. Mr. R: **I'm fine, thank you.**
I'm find, thank you.
3. Su Nam: *Let's time this talk about your family. I think I asked you about your family little bit first interview but I would like to ask you about different kind of questions.*
Let's this time this let's talk about your family. I think I asked you about your family little bit ...first interview but I wuld like to ask you about differend kind of questions.
4. Mr. R: **OK**
OK
5. Su Nam: *Who is the oldest person in your family?*
Who is the oldest person in your family?
6. Mr. R: **Ah, which, my father.**
Which - o - my father.
7. Su Nam: *Oh. Where does he ah he live now?*
Where does he ah he live now?
8. Mr. R: **My father? My father lives in, ah, New Zealand.**
My father? My father lives in ah New Zealand.
9. Su Nam: *Does, does he have work?*
Does ... does he have work?
10. Mr. R: **No, he is retired.**
No, he is retire.
11. Su Nam: *Does your wife has baby?*
Does your wife has baby?
12. Mr. R: **My wife? Yes, yes she has a baby.**
My wife? Yes, yes she has baby.
13. Su Nam: *What is her name?*
What is her name?
14. Mr. R: **The baby's name? Mary**
The baby's name, Mary.
15. Su Nam: *How old is your daughter.*
How old is your daughter.

16. Mr. R: **How? What?**
 How What?
17. Su Nam: ***Your baby.***
 Your baby.
18. Mr. R: **How old is she?**
 How old is she?
19. Su Nam: ***Yeah.***
 Yeah.
20. Mr. R: **She is, ah, eight months now.**
 She is ah 8 months.
21. Su Nam: ***When is her birthday?***
 When is her birthday?
22. Mr. R: **March.**
 March.
23. Su Nam: ***And you're have son too right?***
 And you're have son too right?
24. Mr. R: **Yeah. I've got a son, yeah I have son.**
 Yeah. I got Yeah son Yeah I have son.
25. Su Nam: ***What is your son's name?***
 What is your son's name?
26. Mr. R: **Ah. My son's name is Philip.**
 Ah - My son's name is Philip.
27. Su Nam: ***What? How old is your son's mother?***
 What... How old is your son's mother?
28. Mr. R: **Oh, em, I don't think she'd want me to tell you that.**
 Oh em I like to she won't tell you that.
29. Su Nam: ***Yeah. She is angry then.***
 Yeah. She is angry then.
30. Mr. R: **Yes. She could be. I think she would.**
 Yes. She couldn't. I think she would.
31. Su Nam: ***How many people are in your family?***
 How many people are in your family?
32. Mr. R: **Ah, which family, my, my family here or my brothers and sisters, which?**
 Which family - my, my family here or my brothers, sisters, which?

33. Su Nam: *Yeah, your brothers and sisters.*
Yeah brothers and sisters.
34. Mr. R: **Ah. I have, ah, one brother and one sister.**
Ah - I have -ah- one brother and one sister.
35. Su Nam: *How may people are in your wife's family?*
How may people are in your wife's family?
36. Mr. R: **Ah, she has a brother.**
Ah - she has brother.
37. Su Nam: *Who is the oldest person in your wife's family?*
Who is the oldest person in your wife's family?
38. Mr. R: **Her brother.**
Her brother.
39. Su Nam: *Where does, ah, he or she live now?*
Where does -ah - he or she live now?
40. Mr. R: **Em. Her brother? Her brother lives in Australia.**
Em - Her brother her brother lives in Australia.
41. Su Nam: *You say you like ski. Does anyone else like ski in your family?*
You say you like ski. Does anyone else like ski in you family?
42. Mr. R: **Yes, my brother and my parents still ski.**
Yes, my brother and my parents to skiing.
43. Su Nam: *Thank you for interview and see you next month.*
Thank you for interview and see you next month.
44. Mr. R: **Next month. OK. Look forward to it.**
Next month. OK. before too.
45. Su Nam: *Yeah.*
Yeah.

1. *Su Nam:* ***I would like to ask you about holidays.***
I would like to ask you about holidays.
2. Mr. R: **Oh you're talking about holidays. OK.**
Oh you're talking about holiday. Ok.
3. *Su Nam:* ***What is your best holiday?***
What is your best holiday?
4. Mr. R: **My best holiday? You know I've had many many good holidays. Um, to try and think of the good one is very hard. Let me think. I had a wonderful holiday in Turkey one year.**
My best holiday? You know I have many many good holidays. Oh - try think about the good one is great. Let me think I have a wonderful toon holiday in Turkey. 1 year.
5. *Su Nam:* ***Oh. Is that good?***
Is that good?
6. Mr. R: **Oh - It was wonderful.**
It's wonderful.
7. *Su Nam:* ***Why?***
Why?
8. Mr. R: **Ah. Well I'd just got married and we travelled around all through Turkey in our car and camped. It was a lot of fun. When I just got married and we travel around all city Turkey car and camp it was lot of fun.**
9. *Su Nam:* ***What was that call?***
What was that call?
10. Mr. R: **What was that?**
What was that?
11. *Su Nam:* ***Call? That holidays?***
Call? That holidays.
12. Mr. R: **It was a car. You know driving in a car.**
It was _____ you know drive the car.
13. *Su Nam:* ***Oh!***
Oh
14. Mr. R: **We drove the car all around.**
You drive car _____ oh well.

15. Su Nam: *What did you do last Christmas?*
What did you do last Christmas?
16. Mr. R: **Last Christmas? We went to we went to ah, Phuket. We went to Phuket and to Phi Phi down in Southern Thailand.**
Last Christmas we went to we went to ah - Phuket we went Phuket and _____ Thailand.
17. Su Nam: *Is it good place?*
Is that good place?
18. Mr. R: **It was a wonderful place.**
It was wonderful place.
19. Su Nam: *What is your plan - what is your plan this Christmas?*
What is your plan - what is your plan this Christmas?
20. Mr. R: **This Christmas I'm going home to New Zealand.**
This Christmas I'm _____ NZ
21. Su Nam: *I like New Zealand. I want to go to New Zealand.*
I like NZ. I want to go to NZ.
22. Mr. R: **You do?**
Do you?
23. Su Nam: *Yeah. What is your worst holiday?*
What is your worst holiday?
24. Mr. R: **Who is my what?**
Who is my what?
25. Su Nam: *Your worst holiday.*
Your worst holiday.
26. Mr. R: **My worst holiday? Oh. I guess last summer. Last summer when we went - we didn't have much of a holiday.**
My worst holiday? I guess last summer last summer we didn't get much holidays.
27. Su Nam: *Why?*
Why?
28. Mr. R: **Because my wife's father was very ill.**
Because my wife's father was very ill
29. Su Nam: *Oh.*
Oh
30. Mr. R: **So it wasn't much fun.**

31. Su Nam: *If you have chance to make holiday, what kind of holiday would you make?*
If you have chance to make holidays what kind of holiday would you make?
32. Mr. R: **Oh I like to do outdoor sports. My favourite kind of holiday is where you go diving or when you go skiing. Something like that.**
 Oh I like to do after schools. My favour kind of holiday is diving or _____ skiing something like that.
33. Su Nam: **If I were you I would to make NO school holiday.**
 If I were you I would to make NO school holiday.
34. Mr. R: **No school holiday. No school. Well we have to earn money, don't we.**
 No school holiday. No school. Well we have to _____ money don't you.
35. Su Nam: **For month.**
For month.
36. Mr. R: **For a month? That'll be good.**
 For month. That'll be good.
37. Su Nam: **Do you like Thai holidays or New Zealand holidays?**
Do you like Thai holidays or NZ holidays?
38. Mr. R: **What do you mean? Holidays in Thailand or holidays in New Zealand?**
 What do you mean holidays in Thailand or holidays in NZ?
39. Su Nam: **Ah, which is, which is your best holiday?**
 Ah - which is your best holiday?
40. Mr. R: **In Thailand? Or ?**
 In Thailand or ...
41. Su Nam: **Both.**
Both.
42. Mr. R: **You know I have had really good holidays in both so it's really difficult. Ah I think in New Zealand I've had some better holidays. Although last year in Phuket, it was wonderful.**
 You know I have really good holidays in both _____. ah I think NZ _____ last _____ wonderful.

43. Su Nam: *I like Korean holidays.*
I like Korean holidays.
44. Mr. R: **You like Korea?**
Do you like Korean?
45. Su Nam: *Yeah. Where do you recommend I go on holiday?*
Where do you recommend I go on holiday?
46. Mr. R: **Ah. What do you like doing?**
Ah - What do you like doing?
47. Su Nam: *I want to travel on holiday.*
I want to travel on holiday.
48. Mr. R: **You want to travel? Ah. Do want to, do you like to do sports?**
You want to travel. Ah - do want do you like to sports?
49. Su Nam: *Yeah.*
Yeah.
50. Mr. R: **What kind of sports do you like?**
What kind of sports do you like?
51. Su Nam: *I don't know but baseball like that.*
I learn about baseball like that.
52. Mr. R: **You like baseball? Then I think you should go to America or somewhere they like to play baseball.**
You like baseball. You should go to American or play baseball.
53. Su Nam: *OK. Thank you.*
Thank you.
54. Mr. R: **You're welcome.**
You're welcome.
55. Su Nam: *See you next month.*
See you next month.

1. Su Nam: *Hello Mr. R.*
Hello Mr. R.
2. Mr. R: **Hi.**
Hi.
3. Su Nam: *How was my letter?*
How was my letter?
4. Mr. R: **Your letter was nice, thank you.**
Your letter was nice, thank you.
5. Su Nam: *And did you go to New Zealand?*
And did you go to new zealand?
6. Mr. R: **We did. Yeah, we went to New Zealand for two weeks - two and a half weeks.**
We did. We went to new zealand for 2 weeks. 2 and one half weeks.
7. Su Nam: *How was New Zealand?*
How was new zealand?
8. Mr. R: **Oh. It was beautiful. It was summer. It was very nice.**
Oh. It was beautiful. It was summer. It was very nice.
9. Su Nam: *Does New Zealand better than when you lived in New Zealand?*
Does newzealand better than when you lived in newzealand?
10. Mr. R: **Was it better?**
It was better?
11. Su Nam: *Yeah.*
Yeah.
12. Mr. R: **What? Better to visit?**
Well better to visit?
13. Su Nam: *Yeah.*
Yeah.
14. Mr. R: **Oh. I didn't, it's good to visit a country. You see, you can remember the good things.**
Oh ... I didn't it good to visit to contry you see you can remember good things.
15. Su Nam: *Um. Did you stay with your family?*
Did you stay with your family?

16. Mr. R: **Yeah. We stayed with my parents.**
Yeah. I was stay with my parents.
17. Su Nam: ***Did your mother and father change?***
Did your mother and father change?
18. Mr. R: **Yeah they are a bit older. But they are still the same but they, you know, they are getting older.**
Yeah - they get older but they are still same but they are getting older.
19. Su Nam: ***Did you recognise your parents?***
Did you recognize your parents?
20. Mr. R: **Did I recognize them? Yes, I did. Of course I did. They are my parents.**
Did I recognize them? Yes, I did. Of course I recognize my parents.
21. Su Nam: ***Yeah because they are your parents. How long did you stay, uh, yeah. What is famous place in New Zealand?***
What is famous place in New Zealand?
22. Mr. R: **Famous place? Oh. There are many famous places. I would say Mt. Cook is a famous place.**
_____ ? They are many famous place in NZ but I'll say _____ .
23. Su Nam: ***Um, is it island?***
Um...is it island?
24. Mr. R: **No Mt. Cook is a mountain.**
No it is a mountain.
25. Su Nam: ***Oh, it seems like island.***
It seems like island.
26. Mr. R: **Yeah, it's a mountain. You know, it's got snow on it.**
It's mountain. It's, it's like snow on top.
27. Su Nam: ***Yeah. Did you go there?***
Did you go there?
28. Mr. R: **No. Mt. Cook is in the South Island. We went to the North Island.**
No _____ is south island. We went to North island.
29. Su Nam: ***Is New Zealand cold?***
Is newzealand cold?
30. Mr. R: **No, not now because right now it is summer.**
No, not now because right now is summer.

31. Su Nam: *Did you have fun in New Zealand?*
Did you have fun in New Zealand?
32. Mr. R: **Yes, we did. We went to the beach. I went surfing.**
Yes, we did. We went to the beach. I _____ surfing.
33. Su Nam: *Did you get Christmas present?*
Did you get your Christmas presents?
34. Mr. R: **Lots and lots.**
Lots and lots.
35. Su Nam: *What was those?*
What were they?
36. Mr. R: **I got a pair of, ah, let me see. I got a T-shirt, a really nice T-shirt about the America's Cup. Um. I got lots of things.**
I got a _____ of a maybe T-shirt really nice T-shirt about America's _____. I got lots of things.
37. Su Nam: *Do you like your presents?*
Do you like you presents?
38. Mr. R: **Did I like them? Yes I did. I like the T-shirt.**
Do I like them? Yeah I did. I like T-shirts.
39. Su Nam: *T-shirt? Who give you your present?*
Who give you your present?
40. Mr. R: **The T-shirt came from my sister, I think.**
T-shirt came from my sister I think.
41. Su Nam: *How was my interview, all interview?*
How was my interview?
42. Mr. R: **Your interviews? The ones you've done or this one?**
All interviews you done or this one?
43. Su Nam: *Yeah, all interview, this one because last one. I think it's last one.*
This one because last one. I think it's last one.
44. Mr. R: **Yes, this is the last interview. Yeah, I think your interviews, I think you're getting better. I think your English is getting better.**
Yes, this is last interview. Yeah - I think your interview - I think you're getting better. I think your English is getting better.
45. Su Nam: *Thanks.*
Thanks.

46. Mr. R: **Where did you go for your holiday? Did you go away?**
Where did you go on holiday? Did you go away?
47. Su Nam: *No. I stay. My mother's family came to my house and we went to Bangkok. So I was happy.*
No. I stay my mother's family came to my house and we went to Bangkok so I was happy.
48. Mr. R: **So they came from Korea?**
So they came from Korea?
49. Su Nam: *Yeah. How did you feel about interview?*
How did you feel about interview?
50. Mr. R: **I like it. I like interviewing.**
I like it. I like interview.
51. Su Nam: *Me too but sometimes I don't like it.*
Sometimes I don't like it.
52. Mr. R: **You don't like it?**
You don't like it?
53. Su Nam: *Yeah, but I like it better now.*
Yeah but I like it better now.
54. Mr. R: **You like it better now?**
You like it better now.
55. Su Nam: *Yeah. What do you think about my questions today?*
What do you think about my question today?
56. Mr. R: **Your questions today were better. Very good questions about my holiday.**
Questions today? Better. You've very good questions about my holiday.
57. Su Nam: *Thank you for all interview.*
Thank you for all interview.
58. Mr. R: **Oh you're welcome. Anytime.**
You're welcome. Anytime.
59. Su Nam: *Yeah. Bye. Bye.*
60. Mr. R: **OK. Bye.**

1. Su Nam: *Hello Dr. G.*
Hello Dr. G.
2. Dr. G: **Hello SK.**
Hello SK.
3. Su Nam: *How are you today?*
How are you today?
4. Dr. G: **I'm fine and you?**
I'm fine and you?
5. Su Nam: *Very good.*
Very good.
6. Dr. G: **Glad to hear that.**
Glad to heard that.
7. Su Nam: *I saw After School Activity book and there was American Football and you're going to teach us, right?*
In ASA booklet there was American Football and you're going to teach us, right?
8. Dr. G: **I was signed up to teach American Football but only four people signed up to do it, so that's not enough to have a football game. So it's not going to happen this semester.**
I was signed up to teach American Football but only 4 people signed up to do it so that not enough to have football game. So it's not going to happen this semester.
9. Su Nam: *How long have you play American Football?*
How long have you played A.F.?
10. Dr. G: **Oh, I've played since I was a kid.**
Oh -- I played since I was a kid.
11. Su Nam: *Did you like American Football?*
Did you like A.F.?
12. Dr. G: **Yes I liked it very much. But I didn't play on a high school or college team. I just played with friends.**
Yes I liked it very much but I didn't play on a high school or college team. I just play with friends.
13. Su Nam: *Why you couldn't play at high school?*
Why you couldn't play at high school?

14. Dr. G: **Because my father wouldn't sign the permission slip because he was afraid that I would do damage to my knees or my arm or something like that.**
Because my father wouldn't signed on permission slip because he was afraid that I wuld do damage to my knees or my arms or something like that.
15. Su Nam: ***Oh. Do you like to teach American Football?***
Do you like to teach A.F.?
16. Dr. G: **Yeah. It's fun. I like to teach it and I like to play it.**
Yeah. It's fun. I like to teach and I like to play.
17. Su Nam: ***And what other sports do you like?***
And what other sports do you like?
18. Dr. G: **I like basketball, I like baseball, I like softball, I like golf, I like tennis, I like batchi ball, I like ping pong, I like fishing, I like ice skating. Ah, I like mountain biking hm, I think that's about it.**
I like basket, I like baseball, I like softball, I like golf, I like tennis, I like batchi ball, I like pingpong, I like fishing, I like ice skating ah...I like mountain biking hm... I think that about it.
19. Su Nam: ***Yeah. If you go fishing, then how many can you catch the fish?***
If you go to fishing, how many can you catch the fish?
20. Dr. G: **Oh, I can catch lots of little fish, but I like to go for big fish. And when you fish for big fish then sometimes you're out there for two or three hours and you only get one. But it's fun and I like to be sitting in a boat in a very beautiful, peaceful place on a lake. And it's very relaxing.**
I can catch lots of little fish but I like to go for big fish and when you fish(ed) for big fish and sometimes you're out there 2 - 3 hours and you only get one but it's fun and I like to be sitting in a boat in a very beautiful, peaceful place on a lake and very relaxing.
21. Su Nam: ***What is your golf handicap?***
What is your golf handicap?

22. Dr. G: **What is my golf handicap? Are you sure you want to know?**
 What is my golf handicap? Are you sure your want to know?
 You promise you won't laugh? About 30.
23. Su Nam: ***Yeah.***
24. Dr. G: **You promise you won't laugh?**
25. Su Nam: ***Yeah, I will.***
26. Dr. G: **About 30.**
27. Su Nam: ***That's good. It's better than me.***
That's good. It's very than me.
28. Dr. G: **Oh yeah, but you're a kid.**
 No - but you are a kid.
29. Su Nam: ***When you open I.S.E., how did you feel about it?***
When you open I.S.E. how did you feel about it?
30. Dr. G: **I was very proud. Because, ah, me and a lot of other teachers put very much work into starting the school.**
 I was very proud because - me and lots of other teachers put very much work into starting the school.
31. Su Nam: ***And did you get nervous?***
Did you get nervous?
32. Dr. G: **Oh, I guess I was a little bit nervous, but not too much. I thought that everything was going to work out. I believed in what we were doing and I believed that it was going to work out.**
 Oh.. I guess I was little bit nervous but not too much. I thought that everything was going to work out. I believed in what we were doing and I believed that it was going to work out.
33. Su Nam: ***How many student were in I.S.E. then?***
How many student were in I.S.E. then?
34. Dr. G: **Seventy-three.**
 73.
35. Su Nam: ***Seventy-three?***
 73?
36. Dr. G: **That's what we started with. 73 students. Now we have 336.**
 That what we start with. 73 students. Now we have 336.

37. Su Nam: *How many Korean people were there?*
How many Korean people were there?
38. Dr. G: **At the start? About four or five only, not many.**
At the start? about 4 -5 not many.
39. Su Nam: *How did you think about building I.S.E.?*
How did you think about building I.S.E.?
40. Dr. G: **Well it was ah, there was a company that came and talked to some people about starting a school here on the Eastern Seaboard. It was one of the oil companies down in Rayong and Maktaput. Shell. They were going to build a big refinery and they wanted a school for their kids to go to, so they came and talked to some investors who decided to build a school here.**
Well it was a there was company that came and talk to some people about the starting of school here on the Eastern Seaboard. It was one of the oil companys down in Rayong (Mart food?) Shell they were going build the big (refiderly?) and they want to the school for their kids to go to so they came and talked some _____ who decide to build school here.
41. Su Nam: *Who helped you?*
Who helped you?
42. Dr. G: **Who helped me? Hm, there, the teachers who first started helped me. And some of them are still here. Mrs. S. Mrs. L., Mrs. F., Khun P, Ms. B, all of those people helped me a lot.**
Who helped me? Hmmm there .. the teachers who first started helped me and some of them are still here. Mrs. S. Mrs. L., Mrs. F., Khun P, Ms. B all of those teachers helped me a lot.
43. Su Nam: *How could you find teachers?*
How could you find teachers?
44. Dr. G: **Oh I knew some teachers from ISB and hired them and I also hired some teachers who interviewed with me for jobs.**
Oh I knew some teachers from ISB and hired them and I also hired some teachers who interview with me for jobs.
45. Su Nam: *Can I ask, can I change topic to animal?*
Can I asked you can I change topic to animal?

46. Dr. G: **Sure.**
Sure.
47. Su Nam: ***Do you like animals?***
Do you like animals?
48. Dr. G: **Yeah I like animals.**
Yeah I like animals.
49. Su Nam: ***What is your best animal?***
What is your best animal?
50. Dr. G: **I don't think I have a best animal. I like most animals.**
There are a few animals that I am afraid of because they are dangerous.
I don't think I have best animal. I like most animals there few animals that I am afraid of them because they are dangerous.
51. Su Nam: ***What are they?***
What are they?
52. Dr. G: **Well you know, I mean I am not afraid of them much as I'm very careful to avoid them. Like snakes and dogs in Thailand. Because dogs in Thailand can have rabies. But I like animals.**
Well you know I mean I am not afraid of them much as I'm very careful _____ like snakes - ah - dogs in Thailand because dogs in Thailand have _____ but I like animals.: Yeah.
53. Su Nam: ***You say you're going to talk about Nick, does Nick has girlfriend?***
You said you're going to talk about Nick, does Nick have girlfriend?
54. Dr. G: **Oh that's a very dangerous question. If Nick finds out that you asked that question he'll be very upset. No. I don't think he has a girlfriend.**
Ow - that's a very dangerous question. If Nick finds out you asked that question he'll be very upset. No. I don't think he has girlfriend.
55. Su Nam: ***What school did he go before he went to ISE?***
What school did he go before he went to ISE?

56. Dr. G: **He went to ISB, International School Bangkok for two years for kindergarten and grade one.**
He went to ISB - International School Bangkok for years - kindergarten and first grade.
57. Su Nam: ***I heard Nick says Nick went to Thai school.***
I heard Nick says he went to Thai school.
58. Dr. G: **He went to Thai school for his pre-kindergarten for two years.**
He went to Thai school for his prekindergarten for two years.
59. Su Nam: ***Oh. Which language did he learn first?***
Which language did he learn first?
60. Dr. G: **Which what?**
Which what?
61. Su Nam: ***Language.***
Language.
62. Dr. G: **Language. He learned Thai first. Him and Riya they both learned Thai.**
Language. He learn Thai first - him and Ria both learn Thai first.
63. Su Nam: ***When did he learn English?***
When did he speak English?
64. Dr. G: **He started speaking English about, when he was about four or five years old. And then in kindergarten he learned a lot more.**
He started speaking English about when he was about 4 or 5 years old and then in kindergarten he learned a lot more.
65. Su Nam: ***Can he write Thai?***
Can he write Thai?
66. Dr. G: **No, he forgot how to write Thai. He learned in pre-kindergarten and then forgot. He speaks it, but doesn't, but can't write it.**
No, he forgot how to write Thai. He learned in prekindergarten and forgot. He speaks it but doesn't, can't write it.
67. Su Nam: ***If you, Nick doesn't listen to you what do you do?***
If Nick doesn't listen to you what do you do?

68. Dr. G: **I become frustrated. And I end up asking him again and again and again.**
I become (frectraid?) and I and up asking him again and again and again.
69. Su Nam: ***My father too.***
My father too.
70. Dr. G: **Yeah.**
Yeah.
71. Su Nam: ***What do you think about interview?***
What do you think about interview?
72. Dr. G: **Oh I think it's a very good interview. I think you've spent lot of time preparing many, many questions and you're also a very friendly interviewer. I think people like to talk more when they know that the interviewer is friendly.**
Oh - I think it's a very good interview. I think you spent lot of time preparing many many questions and you're also very friendly interviewer. I think people like to talk more when they know that the interviewer is friendly.
73. Su Nam: ***Thank you. How did you feel about interview?***
Thank you. How did you feel about interview?
74. Dr. G: **I felt very good. I think you did a good job and I like talking about myself.**
I felt very good. I think you did good job and I like to talk about myself.
75. Su Nam: ***Did you like my questions?***
Did you like my questions?
76. Dr. G: **Sure I liked your questions. Now you have to ask Nick if he liked your questions.**
Sure I like your questions. Now you have to asked Nick if he liked questions.
77. Su Nam: ***Thank you for all interview and bye bye.***
Thank you for all interview and bye bye.
78. Dr. G: **OK. Thank you Su Nam.**
OK. Thank you Su Nam.

Appendix B: Transcriptions by Ms. Gunn (bold) and Jean

Jean #1

7 Sept. 1998

1. Jean: *How are you?*
How are you?
2. Mrs. L: **I am fine, thank you.**
I am fine.
3. Jean: *When is your birthday?*
When is your birthday?
4. Mrs. L: **My birthday is in October, October the first.**
October the first.
5. Jean: *What kind of instrument do you like best?*
What kind of instrument do you like best?
6. Mrs. L: **Do you mean a musical instrument?**
7. Jean: *Yeah.*
8. Mrs. L: **OK. I like the clarinet and I like the classical guitar**
because I play both of those.
I like _____ and _____ because I like both of them.
9. Jean: *What is your hobby?*
What is your hobby?
- 10 Mrs. L: **I like sailing and I like cycling.**
I like sailing and _____ .
- 11 Jean: *Do you like Thailand?*
Do you like Thailand? Why?
- 12 Mrs. L: **Yes I do.**
- 13 Jean: *Why?*
- 14 Mrs. L: **It, it is a very interesting place. It's got lots of different**
things about it. It's got mountains, and also it's got islands
to go and visit . You've got lots of things that you can do.
Interesting things.
Yes I do because it is an interesting place. It's got lots of diff
_____ things. It's got mountains and it's got islands to go visit -
a lot of things you can do. Interesting place.
- 15 Jean: *Do you have any pet in Thailand?*
Do you have any pets in Thailand?

- 16 Mrs. L: **Yes. I have. I've got a dog and my dog travelled with me here. I found it in Kuwait about three years ago. And then it went to France with me and I brought it to Thailand with me. It's a border collie.**
 Yes. I got a dog and my _____ me to here and I found in _____, about three years ago and then go to _____ with me and I brought to Thailand with me _____ .
- 17 Jean: ***What is his name?***
What is his name?
- 18 Mrs. L: **It's called Patch and she is a girl.**
 Its name is Pach and is a girl.
- 19 Jean: ***Have you been to any country?***
Have you been to another country?
- 20 Mrs. L: **Travelling around?**
 Travelling around?
- 21 Jean: ***Yeah.***
Yeah
- 22 Mrs. L: **OK. I've travelled to lots of different countries. I went to work in Kuwait. I worked in Kuwait for 6 years. And on holidays I've been to lots of different places. One summer I went to Greece and I travelled all the way back to France over a five week period. So I went through Greece and round all the little island and I went to Italy and travelled by train across Italy and into France to the French Alps and then to my home in France.**
 I _____ lots of _____ country. I went to work in _____. I work in _____ 6 years. And on holidays I been to a lot of diff _____ places and one summer went to Greece and I _____ a the way back to France _____ and I went to Greece and I round all the little island and I went to Italy and _____ by train.
- 23 Jean: ***What country do you like best?***
What country do you like best? Why?

24 Mrs. L: **Best? France because my home is there and I've got a house in France and I like it. Lots of things happen there that are interesting. There are concerts that you can go and see. You can go to the seaside and you can eat out at restaurants.**

France my home is there and I get a house there and I like it and lot of things happened there but it is interesting. There's a lot of place to go. You can go to seaside and you can eat _____ of rest _____.

25 Jean: ***Do you like to teach students?***

Do you like to teach students? Why?

26 Mrs. L: **Yes. I like to teach English and I like to teach music.**

Yes. I like to teach English and I like to teach music.

27 Jean: ***How many children do you have?***

How many children do you teach?

28 Mrs. L: **I teach a lot of children from different classes. I don't see all the same students so I have middle school class here and in my Middle School class there are 9 children. And in my elementary school class, on three days there are seven children and on the other two days there are nineteen children. And then as well I also teach music. And I see lots of children. I see all the KG children, grade 1 children, and the grade 2 children. And on top of that, I also teach instrumental music, so I see children to teach them the clarinet, the saxophone and the guitar.**

I teach a lot of children from diff _____ classes and I don't see all the same students so and I have middle school class here and Middle School class _____ and there's 9 children and my _____ school class and on three days there's 7 children on the _____ two days there's 19 children and then well I teach music and I see a lot of children. I see all the KG children, G1 children, and G2 children, on top of that I all so teach _____ so I see children I teach _____, _____, and _____.

29 Jean: ***How many years do you come here?***

How many years do you come here?

30 Mrs. L: **This the first year that I've been in Thailand and I've only been here for one month.**

This the first year I been in Thailand and I only been here one mouth.

31 Jean: *Thank you very much.*

Thank you very much!

32 Mrs. L: **OK. You're welcome.**

1. *Jean:* ***Where are you from?***
Where are you from?
2. *Mrs. L:* ***I'm from England.***
I'm from England.
3. *Jean:* ***How many seasons are in England?***
How many seasons are in England?
4. *Mrs. L:* ***There are four seasons in England.***
There's four seasons in ____.
5. *Jean:* ***What season do you like best?***
What season do you like best?
6. *Mrs. L:* ***I like the summer time.***
I like summer time.
7. *Jean:* ***Why?***
Why?
8. *Mrs. L:* ***Because it's hot, and there isn't a lot of rain and it's not cold. It's far too cold in England.***
*Because it's hot, there isn't a lot of rain and it not cold uh-uh-
____ cold in England.*
9. *Jean:* ***How many people are in your family in England?***
How many people are in your family in England?
- 10 *Mrs. L:* ***In England? I've got no brothers and sisters. I've just got a mom, my mom and dad live in England. And then here in Thailand, my husband lives here and my little boy.***
In England? I got no brothers and sisters. I just got mom, my mom and dad live in England and then here in Thailand my husband lives here and my little boy.
- 11 *Jean:* ***Which place do you like to visit in England?***
Which place do you like to visit in England?
- 12 *Mrs. L:* ***I, I like Devon.***
I, I like ____.
- 13 *Jean:* ***Why?***
Why?

- 14 Mrs. L: **Because there's a lovely countryside and you can go for long walks and you can also very easily get to the seaside.**
Because, em -- in a lot of country side and you can go for a long walks and you can also very easy go to the seaside.
- 15 Jean: ***Who live in the house in Franch?***
Who lives in the house in Franch?
- 16 Mrs. L: **Ah, in my house France, no one lives there at the moment, we just use it in summer time.**
Ah....in my house France, m-noone lives there at a monant, we just use it at summer time.
- 17 Jean: ***Can you speak, speak, French?***
Can you speak, speak, Franch?
- 18 Mrs. L: **A little bit, not a lot though.**
A little bet, not a lot, no
- 19 Jean: ***How many friends do you have in England, in French?***
How many friends do you have in England, in Franch?
- 20 Mrs. L: **In, in France? I've not got a lot of friends because we don't live there all the time. We've got our neighbours and some people who live in the village, so maybe about 5 or 6 people who are friends.**
In, in France, ma-- I not got a lot of friends, because we don't live there all the time. We got our neighbour ma some people who live in village so many about 5 or 6 people who are friend.
- 21 Jean: ***Are they kind?***
Are they kind?
- 22 Mrs. L: **Yes they are.**
Yes they are.
- 23 Jean: ***Thank you very much.***
Thank you very much!

1. Jean: *Can I ask you about your free time and when are, when, when you are a girl?*
Can I ask you about your free time and when are ... when, when you are a girl?
2. Mrs. L: Yes.
Yes.
3. Jean: *Do you read books in your free time?*
Do you read books in your free time?
4. Mrs. L: Sometimes.
Sometimes.
5. Jean: *Which book do you like best?*
Which book do you like best?
6. Mrs. L: I like two types of books. I like books like, like My Family and Other Animals by Gerald Durrell which is a funny story and about people. And I also like books by Charlotte Bronte and Jane Austen. About history and going back in time. It tells me about what people were like in the 1800s. I like two _____ s books. I like books likes em ... like _____ by _____ which's a funny story and about people, and I also like books by _____ and _____ about history when back in time tells me about what people were like in 1800s.
7. Jean: *Em, what else, what else do you do in your free time?*
Emwhat else, what else do you do in your free time?
8. Mrs. L: I like to go sailing. And I've just bought a boat so I'm going sailing on the weekend now. And I also like to travel in my holidays to go and see new places.
I like to go sailing and I just bought a boat so I'm going sailing on the weekend now. and I also like to travelling on my holidays to go see new places.
9. Jean: *What did you when, want to be when you were a girl?*
What did you when, what to be when you are a girl?
- 10 Mrs. L: I wanted to be a teacher.
Hahah I want to be a teacher.
- 11 Jean: *Why?*
Why?

- 12 Mrs. L: **Em, because teachers have lots of holidays for one thing.
And because I wanted to travel.**
Em....because teachers have a lot of holidays for one thing ha
ha and because I like to travel.
- 13 Jean: *Which school do you went when you, when you are a girl?*
Which school do you went when you when you are a girl?
- 14 Mrs. L: **I went to a school in Yorkshire, in England.**
I went to school _____ in England.
- 15 Jean: *Is your old school big?*
Is your old school big?
- 16 Mrs. L: **Em, some of them were small and some were big. When I
was a little girl the schools weren't very big. They were like
this school here, there were about 300 people in them. And
when I got older, when I was about fourteen, the school
was very big. Yeah, it had about 2000 students in it.**
Em....some of them were small and some of them were big
when I was a little girl school were very big like school here it
about 300 people em, when I got older when I was about 14
the school was very big, it about 2000 students in it.
- 17 Jean: *About how many people in your school?*
About how many people in your school?
- 18 Mrs. L: **In, in which one?**
In, in which one?
- 19 Jean: *Um.*
- 20 Mrs. L: **When I was really little or when I was older?**
When I was _____ or when I was older?
- 21 Jean: *When you are older.*
When you are older.
- 22 Mrs. L: **When I was older there were 2000 and when I went to
college, when I was about 16, there were about 100
students.**
When I was older _____ 2000 and I went to _____ when I was
about 16 and it's about 100 students.
- 23 Jean: *Do you like your old school?*
Do you like your old school?

- 24 Mrs. L: **I can't, I can't remember. It's a long time ago. I remember not liking school and always wanting to go to college.**
I can't, I can't remember it long time again, I remember not liking school and always want to go to college.
- 25 Jean: ***Can I ask some questions about interview two?***
Can I ask some questions about Interview # 2?
- 26 Mrs. L: **About what?**
About that what?
- 27 Jean: ***About interview two.***
About interview # 2.
- 28 Mrs. L: **About interview two? OK. Yes.**
About interview # 2? OK. Yes.
- 29 Jean: ***When is the best time to go to Devon?***
Whan is the best time to go to Devon?
- 30 Mrs. L: **When was the best time? I went, went to Devon em, about four, four, five, probably five years ago. And it was because of work that we went there. And we were there for four years. And the best time, though, if you are looking to go for a holiday in Devon, is to go in the summer time, because in winter it rains a lot and it's cold. When it's summer time you can go walking.**
When is the best time? em.... I went, went to Devon em... about four...four, five years ago. Because it's about work that we went back, then we and _____ four years and _____ we are going to look for a holiday in Devon to go to the summertime because in winter it rains a lot and it's cold when it's summer time you can go walking.
- 31 Jean: ***Em. Is there a lot of visitors?***
Em... It there a lot of visitors?
- 32 Mrs. L: **In, In Devon? Yes, during the holiday time it's a very popular place is Devon.**
In, In Devon? Yes, _____ the holiday time it's a vary popular places in Devon.
- 33 Jean: ***Do you often go to there or you always go to there?***
Do you offen go to there or you always go to there?
- 34 Mrs. L: **Do I?**
- 35 Jean: ***Often go to there or you always go to there?***

- 36 Mrs. L: **No, I have not been, I have not been back to my house in Devon for four or five years now. I go to France in the summer time.**
No, I have not been, have not been my home in Devon and for four or five now. I go to France sometime.
- 37 Jean: ***Can I ask you an extra question? Is a joke. What is the different between bird and fly?***
Can I ask you an extra question? Is a joke. What is the different between bird and fly?
- 38 Mrs. L: **I don't know. What is the difference?**
I don't know. What is the different!?
- 39 Jean: ***Em. Bird can fly but fly can't bird. Thank you very much.***
Em.... Bird can fly but fly can't bird. Thank you very much!!

1. Jean: *How are you?*
How are you?
2. Mrs. L: **I'm fine thank you. How are you?**
I'm fine thank you. How are you?
3. Jean: *I'm fine. Can I ask you about holiday?*
I'm fine. Can I ask you about holiday?
4. Mrs. L: **OK.**
OK.
5. Jean: *Where do you go when it are a short holiday?*
Where do you go when it is a short holiday?
6. Mrs. L: **Where, where do I go when it's my holiday? OK. I go to di, different places. If it's a long holiday at summer time I'll, I went to France last summer where my house is. But then I travelled down to bottom of France and to the border of Spain. I have been to different places. I have been to, through Saudi Arabia, to Oman and the Emirates. And I've been to Greece and all sorts of different countries in Europe.**
Where, where do I go when it was my holiday? OK. I go to di, different places if it's a long holiday at summer time I, I went to France last summer my home is there. I travelled down to bottle of France and the bottle of Spain. I have been I to different places. I have been to _____, to _____ and the _____ and I been to Greece and all, also so been to different countries in Europe.
7. Jean: *Is there fun?*
Is there fun?
8. Mrs. L: **Long pause. No answer.**
9. Jean: *Fun? Is there fun?*

- 10 Mrs. L: **Oh. Is it fun? Is it fun? OK. Yes. I like going on holiday. I went, last summer I went camping and that was a lot of fun. And we went up a mountain and it was nice to be outside not be restricted and, it's fun.**
 Oh... Is there fun? I say fun. OK. Yes. I like going to holiday. I went last summer I went camping and it was a last of fun. and we went on a mountain and it was nice to be outside not be re _____ and it fun.
- 11 Jean: ***Where do you go camping?***
Where do you go camping?
- 12 Mrs. L: **Last summer I went to France and, and, then before that I went through Saudi Arabia to Oman and Dubai so I camped there as well. And I drove down in my jeep.**
 Last summer I went to France em, em, then _____ I went to _____ to _____ so I came come there as well and I rode down by my jeep.
- 13 Jean: ***Where is the most fun place in French?***
Where is the most fun place in Franch?
- 14 Mrs. L: **In France? Em. I'd say my house. Where my house is because I like it there. There's lots to do. You can go to FutureScope which is a big cinema place. And you can go up to Paris by train, and you can go to the seaside which is only forty minutes away so you can go across to the islands, which is fun. And there's a lovely place called Venise Verte, which is Green Venice.**
 In France? Em.. I say my house where my house's. I like it there. there's a lots to do. You can go to fu, furte _____ which is a big cinema place. em. go to p_____ by train and you can go to seaside which on 40 mins the way so you can go crass the islands, which's fun and there's a lovely call _____ which's a green _____.
- 15 Jean: ***What is the island's name?***
What is the island's name?
- 16 Mrs. L: **The islands? There's Ildesre which is off the coast of Narishel.**
 The islands _____ which's the of _____.

- 17 Jean: *Em, how many times did you go to the island?*
Em ... How many time did you go there?
- 18 Mrs. L: **I've been to the island once only.**
 I been to the island once only.
- 19 Jean: *What do you know about there?*
What do you know about there?
- 20 Mrs. L: **Not a lot really because I just went to have, for a few days.**
And it was to look around. I know that they've definitely
got very nice seafood which is the speciality on the island.
There're lots of mussels and oysters and fish. And I
basically went to have a look around the place and look at
the harbours where the boats were kept and cycle on my
bicycle.
 Not a lot _____ because I went to half, full days and it's to look
 around. I know it _____ it's got very nice seafood which is the
 _____ on the island. There's m_____ and or _____ and fish
 and I _____ have look around the place and look the _____
 where I boats were capet and cycling the bicycle.
- 21 Jean: *Where did you go to the last, last summer?*
Where did you go to the last, last summer?
- 22 Mrs. L: **I went to France last summer to my house in France. And**
then from there I travelled for two weeks down to the
borders of Spain to the bottom of France to the Pyrenees.
 I went to France last summer to my house. It France. I _____
 two weeks down to the buttom of Spain to buttom of France
 _____.
- 23 Jean: *Do you, where do you go ? Where do you want to go this*
Christmas?
Do you, where do you go ... where do you want to go this
Christmas?

- 24 Mrs. L: **This Christmas? I'd like to stay in Thailand because this is my first year in Thailand and I don't really want to go a long way away and so I'd like to go to Chiang Mai maybe. And maybe travel by train up to Chiang Mai and go rafting and riding elephants.**
I like to stay in Thailand this Christmas because it's my first year in Thailand and I don't want to go the long way away and so I want to go to _____ maybe and _____ by train up to _____, _____ and riding elephant.
- 25 Jean: ***Em. Do you like Christmas?***
Em. Do you like Christmas? Do you like Christmas?
- 26 Mrs. L: **Long pause - no answer.**
- 27 Jean: ***Do you like Christmas?***
- 28 Mrs. L: **Christmas? Yes I do. It's a special time for me. It's a celebration in England and it's lots of fun.**
Yes, I like Christmas. It's sp_____ time for me. It's a _____ in England and it's lots of fun.
- 29 Jean: ***Do you get any present?***
Do you got any present?
- 30 Mrs. L: **Yes, from my family.**
Yes, from my family.
- 31 Jean: ***Do you believe in Santa Claus?***
Do you believe in Santa Claus?
- 32 Mrs. L: **Do I believe in Santa Claus? Well, I tell my little boy that there is Santa Claus, so may, maybe! (laughs) But in England we don't call him Santa Claus. We have a special name. It's called St. Nicholas or Father Christmas.**
Do I believe in Santa Claus? Well, I tell my little boy there's Santa Claus so may maybe! Hahaha but but in England we did we don't call it Santa Claus. We have a sp_____ name. It's call (Sandyc?) _____.
- 33 Jean: ***Thank you very much.***
Thank you very much.
- 34 Mrs. L: **OK. You're welcome.**

1. *Jean:* ***How are you?***
How are you?
2. *Mrs. L:* ***I'm fine thank you, how are you?***
I'm fine thank you, how are you?
3. *Jean:* ***I'm fine thanks. What did you do in winter vacation?***
I fine thanks. What did you do in winter vacation?
4. *Mrs. L:* ***Well, I went to Bangkok, the first weekend for about 5 days so that I could go Christmas shopping, and so that I could listen to some music. And then I was supposed to be going to Koh Chang, Chaing Mai or Phuket, and I never got there because my car broke down and it was in the repair shop for two weeks. So I ended up staying here. And so what I did instead, I went sailing, I went to play golf and I went horse-riding.***
Well, I went to Bangkok, first weekend about 5 days that I could go Christmas shopping and so I could listen to some music and then I am supposed to going to Chaing Mail or (?Pu Cat?) and I _____ got there because my care broke down and it was in the _____ shop for two week so I end up to stay in here and so I didn't stay I went to sailing, I went to play gold and want to horse-riding.
5. *Jean:* ***Who did you go to shopping with?***
Where did you go to shopping?
6. *Mrs. L:* ***I went to a big shopping centre - a lot of big shopping centres.***
I went a big shopping centre.
7. *Jean:* ***Who did you go with?***
Who did you go with?
8. *Mrs. L:* ***I went with my husband, Mr. L., and with Christian.***
I went with my husband, Mr. L. and with Christian.
9. *Jean:* ***Do you like winter vacation?***
Do you like winter vacation?
- 10 *Mrs. L:* ***Yes, I did and I feel very relaxed now.***
Yes, I did and I feel very _____ now.

- 11 Jean: *Did you get anything in Christmas?*
Did you get anything in Christmas?
- 12 Mrs. L: **Well, I got a small set of golf clubs, not a full set, a small set. I've got about 6 or 7. And then I also ordered a saxophone as my Christmas present.**
 Well, I got a small set of golf club not a hole set, small set. It about 6 or 7 and that I also order a _____ and it's my Christmas present.
- 13 Jean: *Do you have something interesting in your life?*
Do you have something interesting in your live?
- 14 Mrs. L: **In my life? Yes, I'm enjoying my free time. I'm enjoying going horse-riding. It's something I've not done for a long, long time since I was a teenager. I'm really enjoying going horse-riding and I've started sailing again now and I got a little boat so I go down to Pattaya. I really enjoy doing that too as I can spend time with my family.**
 In my live? Yeah, I enjoy my free time. I enjoy horse-riding. It's something I'm not done for a long, long time since I was a _____. I very enjoy horse-riding and I starting sailing again now and I get a little boat so I go down to Pattaya. I very enjoy do that to as, I can spend time with my family.
- 15 Jean: *Why do you want to be a teacher?*
Why do you want to be a teacher?
- 16 Mrs. L: **Why? Um, because I wanted to work overseas and I wanted to teach music but I also wanted to do the English work as well because I think it's interesting.**
 Why? Um... because I want to work overseas and I want to teach music and I also want to do English work as well because I think it's interesting.
- 17 Jean: *What drink do you like best?*
What drink do you like best?
- 18 Mrs. L: **What do I like best? About what? About music, or what?**
 About what? About music, or English, or what?
- 19 Jean: *Drink.*
Drink.

- 20 Mrs. L: **To drink? Tea. Tea is my favourite drink because I'm from England and everyone in England drinks tea.**
To drink? Tea. Tea is my favourite drink because I'm from England and everyone in England drinks tea.
- 21 Jean: ***Which languages do you want to learn now?***
Which languages do you want to learn now?
- 22 Mrs. L: **French.**
French.
- 23 Jean: ***Why?***
Why?
- 24 Mrs. L: **Because I've got a house in France and my French is hopeless, and I would like to be able to speak it properly so I can go and live there.**
Because I have a house in France and my French is _____ and I might be speak it propely so I can go and live there.
- 25 Jean: ***Are you good at math?***
Are you good at math?
- 26 Mrs. L: **OK.**
Ok
- 27 Jean: ***Thank you very much.***
Thank you very much.

1. Jean: *How are you?*
How are you?
2. Ms. W: **I'm fine thank you.**
I'm fine thank you.
3. Jean: *Have you been to another country?*
Have you been to another country?
4. Ms. W: **Hmm, for me Thailand is another country, too. You mean in addition to Thailand?**
Hmm for me Thailand is another country, too. You mean addition to Thailand?
5. Jean: *Yeah.*
Yeah.
6. Ms. W: **Yeah. I grew up in The United States and I've taught in some different countries, in England, Kuwait and Greece.**
I grow up in United States and I told in some different countries, in England, Kuwait and Greece.
7. Jean: *Why you went there?*
Why you went there?
8. Ms. W: **Pardon?**
Pardon?
9. Jean: *Why you went there?*
Why you went there?
- 10 Ms. W: **Long pause - no answer.**
- 11 Jean: *Why you go there?*
Why you go there?
- 12 Ms. W: **Oh. I went there because I got teaching jobs in those places. So I went to International Schools in those countries.**
Oh. I went there because I got a teaching job in those places. So I went to International School in those countries.
- 13 Jean: *Hm. Do you, do you come, do you come to, how do you come to I.S.E.?*
Hm. Do you, do you come, do you come to, how do you come to I.S.E.?

- 14 Ms. W: **Oh. In, so for I.S.E., it was kind of the same thing. I knew Mr. G. from ISB. I used to work for him there, and I was working in Kuwait and my husband and I wrote a letter to him and said that we were interested in coming. And he had some openings. And because we love Thailand, we lived in Bangkok before and we really liked living in Thailand, we wanted to come back. Oh. I**
 In so far I.S.E. is kind of same things. I knew Mr. G. from ISB. I used to work him there and I was work in Kuwait and my husband and I wrote a letter to him and said that we are interesting coming and he has some openings and because we love Thailand and we live in Bangkok before and we want to come back.
- 15 Jean: ***How many school did you went?***
How many school did you went?
- 16 Ms. W: **Let's see. This is my sixth school.**
 Let's see. This is my sixth school.
- 17 Jean: ***That's lots. How do you, no. Which country do you like best?***
How do you, which country do like best?
- 18 Ms. W: **Hmmm. Sometimes it's difficult to compare countries because you like different things about each one. When we were in Greece, we liked Greece a lot because it was a Mediterranean country and it had a nice slow pace. We could enjoy life by the sea, swim at the sea, eat seafood. But we also like being in Thailand. We like all of the culture and history here, and we like the attitude of people in Thailand. So there are different advantages to each country.**
 Hmmm. Some things difficult to compare countries because you like different things about each one. When we are in Greece we I we like Greece _____ because was a M_____ country and have a nice slow pace. We can enjoy life by the sea, swim at the sea, eat seafood but also we like been in Thailand. We like the _____ and history here, and we like the _____ people in Thailand. So there different e_____ to each countries.

- 19 Jean: *Are you still a librarian?*
Are you still a librarian?
- 20 Ms. W: **In fact I only became a librarian about four, three, four years ago. So before I was a librarian I taught middle school, usually sixth grade.**
In fact I only became a librarian about 4, 3, 4 years ago so before I was a librarian I taught middle school, usually 6th grade.
- 21 Jean: *If you can chose to be a teacher or a librarian what did you, what will you choose?*
If you can chose be a teacher or a librarian what did you, what will you choose?
- 22 Ms. W: **Ah, now because I am new at being a librarian it is fun for me to try to improve at my job and to work at this. But what I like now is I get to teach a little bit and be a librarian. So it's the best of both worlds. Ah, now because I knew it beening a librarian is fun for me to try to improve my job to work at this, but I would like now is to teach a little bet and be a librarian so is the best of both ____.**
- 23 Jean: *Hm. Do you like to read books?*
Hm. Do you like to read books?
- 24 Ms. W: **Mm. I really like to read books. That's why being in a library is a fun job for me.**
Mm. I really like to read books. That's why beening a librarian is a fun job for me.
- 25 Jean: *Why do you come to Thailand?*
Why do you come to Thailand?
- 26 Ms. W: **Why did we?**
- 27 Jean: *Yeah.*
- 28 Ms. W: **Oh OK I mentioned a little bit already that we found the jobs and that we really like Thailand. And that's probably mostly why we came. Because we really like it here, and we were interested in working here.**
Why do me? Oh OK I ____ a little bet already that we found a job and that we really like Thailand and that's propely mostly that we came. Because we really like here and we are interesting working here.

- 29 Jean: *How many years do you come to ISE?*
How many year do you come to ISE?
- 30 Ms. W: **This is my second year at ISE. And it's my fourth year in Thailand because we were two years in Bangkok.**
It my 2nd years in ISE. and it's my 4th year in Thailand because we are 2 years in Bangkok.
- 31 Jean: *Are you having a baby girl or baby boy?*
Are you having a baby girl or baby boy?
- 32 Ms. W: **I'm going to have a baby boy in about 4 weeks, so it's exciting.**
I gonna have a baby boy in about 4 weeks, so it's exciting.
- 33 Jean: *Mmm. What do you feel about having a baby?*
Mmm. What do you feel about having a baby?
- 34 Ms. W: **I'm very excited to have a child. And I think maybe your parents felt the same way. There's something very exciting about this time when you're about to have a baby.**
I'm very excited to have a child and I think maybe your _____ fell in the same way. There's something very exciting about this time when you about having a baby.
- 35 Jean: *Is this your first child?*
Is this your first child?
- 36 Ms. W: **This is my first child.**
This is my first child.
- 37 Jean: *What will you call his name?*
What will you call this his name?
- 38 Ms. W: **Oh, we haven't picked a name yet. But we are taking suggestions. So if you have any good ideas you can tell us. We have few names that we like but we haven't decided for sure.**
Oh, we haven't pick his name yeat. We would taking _____ if you have any ideas you can tell us. We have few names that we like but we having decide for sore.
- 39 Jean: *Do you like babies?*
Do you like babys?

40 Ms. W: **(Laughs) Yes. I haven't been around a lot of babies so I'll have to do some learning when I have my baby, but that's OK. It will be fun.**

Yes. I haven't been around a lot of baby so I have to do some learning when I have my baby, but let's OK. It will be fine.

41 Jean: ***Thank you very much.***

Thank you very much.

42 Ms. W: **OK. Thanks.**

Appendix C: Transcriptions by Ms. Gunn (bold) and Mayumi

Interview #1

8 September, 1998

1. *Mayumi:* ***How are you?***
How are you?
2. *Ms. P.:* **How am I feeling?**
How am I feeling?
3. *Mayumi:* ***Yeah.***
Yeah.
4. *Ms. P.:* **Ah. I am a bit tired today, because I had an accident last week and I haven't been sleeping very well, but other than that I am fine.**
Ah ... I am bit tired today, because I had an accident last week and I haven't been sleeping very well, but I _____ am fine.
5. *Mayumi:* ***Where are you from?***
Where are you from?
6. *Ms. P.:* **I come from New Zealand. I was born in Australia, but my parents are from New Zealand and, so I'm a New Zealander.**
I come from Newzealand. I was born in Australia, but my parents are from Newzealand and, so I'm Newzealander.
7. *Mayumi:* ***When is your birthday?***
When is your birthday?
8. *Ms. P.:* **In December, on December the 9th.**
In December, on December the 9th.
9. *Mayumi:* ***Do you like children?***
Do you like children?
- 10 *Ms. P.:* **I love children. Otherwise I wouldn't be teaching.**
I love children. Other way to I _____ teaching.
- 11 *Mayumi:* ***Why?***
Why?
- 12 *Ms. P.:* **Why do I like children?**
Why do I like children?
- 13 *Mayumi:* ***Yeah.***
Yeah.

- 14 Ms. P.: **Ah. I like, I enjoy how they respond to things that we do.**
They are very innocent.
 Ahh. I like, I enjoy how they dispond to things that we do. They are very ____.
- 15 Mayumi: ***What don't you want students to do when you teach students?***
What don't you want students to do when you teach students?
- 16 Ms. P.: **Can you repeat the question again?**
 Can you repeat the question again?
- 17 Mayumi: ***What don't you want students to do when you teach students?***
What don't you want students to do when you teach students?
- 18 Ms. P.: **When I am teaching I don't like the children to talk while I am talking. That's very important to me. The other thing that is very important is that I like the children to treat each other the way they want to be treated by their friends.**
 When I am teaching, I don't like the children to talk ____ I am talking. That's very important to me. The other thing that important is that I like children to (do) treat ____ the way the way they want to be treated by their friends.
- 19 Mayumi: ***OK. How many students in your classroom?***
How many students in your classroom?
- 20 Ms. P.: **I have twenty-four children, so it's a big class.**
 I have 24 children, so big class.
- 21 Mayumi: ***My brother is too.***
My brother is too.
- 22 Ms. P.: **And your brother is one of them. Does he like it?**
 And your brother one of them. Does he like it?
- 23 Mayumi: ***Yes.***
Yes.
- 24 Ms. P.: **Yeah?**
- 25 Mayumi: ***When are you happy to teach students?***
When are you happy to teach students?
- 26 Ms. P.: **Why am I happy?**
 Why am I happy?
- 27 Mayumi: ***No, when.***
No, when.
- 28 Ms. P.: **When?**
 When?

- 29 *Mayumi: Yeah.*
- 30 *Ms. P.: When am I happy to teach them? I am happy to teach them anytime.*
 When am I happy to teach them? I am happy to teach them anytime.
- 31 *Mayumi: Oh.*
- 32 *Ms. P.: Anytime.*
- 33 *Mayumi: Why did you come to Thailand?*
Why did you come to Thailand?
- 34 *Ms. P.: I came to Thailand when I was eight years old, because my father was working in Bangkok. And so I really grew up here. And then when I finished university and teacher's college, my father was sick and so I came back to take care of him. And I met my husband who is Thai. So I'm still here in Thailand.*
 I came to Thailand when I am 8 years old, because my father was working in Bangkok. And so I _____ grow up here. And then when I finished university and teacher's college. My father was sick and so I came back to take care of him. And I met my husband who is Thai. So I'm still here and Thailand.
- 35 *Mayumi: Do you like Thailand?*
Do you like Thailand?
- 36 *Ms. P.: I love it, very much.*
 I love them very much.
- 37 *Mayumi: Why do you like Thailand?*
Why do you like Thailand?
- 38 *Ms. P.: I like the people. Some of the people in Pattaya aren't like the Thai people you find in other parts of the country, but I think the Thai people are very special.*
 I like the people. Some of the people in Pattaya unlike the Thai people you find in other part of the country, but I think Thai people are very special.
- 39 *Mayumi: How about the food?*
How about the food?
- 40 *Ms. P.: Love the food. Love it. Can't cook it, but I love to eat it.*
 Love the food. Love it. Can't cook it, but I love to eat it.

- 41 *Mayumi:* ***What is your hobbies?***
What is your hobbies? (When transcribing she put "not is - are")
- 42 *Ms. P.:* **My hobbies? I like to read. I like swimming. I like lots of things, taking photos, sailing, lots of things.**
My hobbies... I like to ...read. I like swimming. I like a lot of things, taking photoes, seiling, lot of things.
- 43 *Mayumi:* ***You have many, many hobbies. Thank you very much. I'll come next month.***
You have many many hobbies. Thank you very much. I'll come next month.
- 44 *Ms. P.:* **OK. You're welcome.**
OK. You welcome.

1. *Mayumi: This time, let's talk about New Zealand and Thailand. How many seasons does New Zealand have?*
This time, let's talk about New Zealand and Thailand. How many seasons does New Zealand have?
2. Ms. P.: **How many...?**
How many...?
3. *Mayumi: Seasons.*
Seasons.
4. Ms. P.: **Cheeses?**
Cheeses?
5. *Mayumi: Seasons.*
Seasons.
6. Ms. P.: **Seasons?**
Seasons.
7. *Mayumi: Yeah.*
8. Ms. P.: **How many seasons? Four. Four seasons.**
How many seasons? So, 4 seasons.
9. *Mayumi: Same as Japan.*
Same as Japan.
- 10 Ms. P.: **Same as Japan. We've got winter, spring, summer and autumn.**
Same as Japan. We got winter, spring, summer and autumn.
- 11 *Mayumi: What season do you like best?*
What season do you like best?
- 12 Ms. P.: **Oh. That's a tricky question. I like best of all? Hm. Maybe autumn. I love all the, the colours in the trees, when the leaves change colour.**
Oh. That's a tricky question. I like best. an...May be autumn. I love autumn's colors in the trees when the leaves change the color.
- 13 *Mayumi: I like Spring because it's not too hot and it's not too cold.*
I like Spring because it's not too hot and it's not too cold.
- 14 Ms. P.: **And then you get lots of flowers in Springtime in Japan, don't you?**
And you got lots of flowers is in Japan, don't you?

- 15 *Mayumi: Yeah. Where is a famous place in New Zealand?*
Yeah. Where is a famous place in New Zealand?
- 16 *Ms. P.: A famous place in New Zealand? There are, New Zealand has many famous places. Actually Japanese people like to go to New Zealand a lot, don't they?*
A famous place in New Zealand? OK. New Zealand has many famous places. As the Japanese people like to go to New Zealand ...lot ____.
- 17 *Mayumi: I don't know.*
I don't know.
- 18 *Ms. P.: Lots of Japanese tourists. A famous place that many tourists go to would be Queenstown down in the South Island of New Zealand. It is very, the countryside is very beautiful.*
Lot of Japanese _____. A famous place that many tourists go to the Queenstown down in the south island in New Zealand. It is very the country side is very beatiful.
- 19 *Mayumi: What can people do in there?*
What can people do in there?
- 20 *Ms. P.: In Queenstown?*
In Queenstown?
- 21 *Mayumi: Yeah.*
Yeah.
- 22 *Ms. P.: In winter you can go skiing. Ah, there are lots of treks for families to take in very beautiful, surroundings, and ah, there are some lovely lakes that you can go by boat and travel around the lakes, water ski, you can go fishing. There's lots to do. Lots outside, lots to do outside. You know.*
In winter you can go skiing. Ah...there is a lot of tricks for family to take them beatiful, so rounding and a grass and lovely lake _____ go by boat and _____ around the lakes, water ski, you can go fishing lots to do. lots outside to do outside. Yeah.
- 23 *Mayumi: Ah. Did you go there?*
Ah. Did you go there?
- 24 *Ms. P.: Yeah. I have been there many times. When I was at University I used to go down there in my holidays.*
Yeah. I have been there many times when I was at University. I use to go down there in my holidays.

- 25 *Mayumi:* ***Do you want to go there again?***
Do you want to go there again?
- 26 *Ms. P.:* **Oh yes. Oh yes. But I don't know when. (laughs)**
 Oh yes. Oh yes. but I don't know when, hahahaha....
- 27 *Mayumi:* ***What kind of food do people eat in New Zealand?***
What kind of food do people eat in New Zealand?
- 28 *Ms. P.:* **Ah, we eat, well New Zealand is very like England and so traditionally people in New Zealand have eaten a lot of ah, food like people in England eat. Stews, roasts, meat, potatoes, boiled vegetables. But things are changing a little bit and they are starting to eat, you know, more healthy food, but really very English, boiled potatoes, mashed potatoes.**
 Ah...we eat...well New Zealand is very like England and so traditionally people in New Zealand eat a lot of ah ...food like people in England eat. _____, rose, meat, potatoes, _____ vegetable, but the things is changing little bit and they are starting to eat yeah more healthy food, but an really very English. Boil potatoes, mash potatoes, Hahaha.
- 29 *Mayumi:* ***Do you like them?***
Do you like them?
- 30 *Ms. P.:* **Ah, not every day. Once in a while is nice. But everyday no. I don't like them.**
 Ah....not every day. Once in while is nice. By everyday no. I don't like them.
- 31 *Mayumi:* ***Yeah. Can you speak, oh no. What kind of food do people eat in Thailand?***
Yeah. Can you speak oh no. What kind of food do people eat in Thailand?
- 32 *Ms. P.:* **In Thailand? Oh. Curries with chilli and rice. Very, very different from what we eat in New Zealand.**
 In Thailand? Oh. Currys with chili and rice. Those's diffrent what we eat in New Zealand.
- 33 *Mayumi:* ***Do you like it?***
Do you like it?
- 34 *Ms. P.:* **I do. I do. But if it's too hot I don't like to eat it.**
 I do. I do, but if it's too hot I don't like to eat it.

- 35 Mayumi: *Me too.*
Me too..
- 36 Ms. P.: **Yeah. What is your favourite Thai food?**
Yeah. What is your favorite Thai food?
- 37 Mayumi: *Ah. Fried rice, because it's not too hot.*
Ah...Fried rice, because it's not too hot.
- 38 Ms. P.: **It's not too hot. (laughs) I like pork fried in garlic. Same reason, it's not too hot.**
It's not too hot. hahaha. I like pork _____ in garlic. Same reasons.
It's not too hot. Hahahah
- 39 Mayumi: *What. Can you speak Thai language?*
What....Can you speak Thai language?
- 40 Ms. P.: **Yes I can.**
Yes I can.
- 41 Mayumi: *Ah, which language is difficult to learn?*
AhWhich language is difficult to learn?
- 42 Ms. P.: **Thai.**
Thai.
- 43 Mayumi: *Why?*
Why?
- 44 Ms. P.: **Thai is very hard, because it, in Thai you have the tones, the high tone, the low tone, the middle tone, the falling tone, the raising tone, and in English we don't have those tones. It's very hard. I still get it wrong in Thai.**
Thai is very hard, because it In Thai you have the tones, the high tone, low tone, little tone, falling tone, raising tone, and in English we don't have those tones. It's very hard. I still get wrong.
- 45 Mayumi: *What is different between Thailand and New Zealand?*
What is diffrent between Thailand and New Zealand?
- 46 Ms. P.: **Oh, many things, the food, the language, the culture, many things, the seasons, the weather, lots and lots of things.**
Oh ... many things, the food, the language, the _____, many things, the seasons, the weather, lots of lots of things.
- 47 Mayumi: *Ah, do you have any question about Japan?*
Ah....Do you have any question about Japan?
- 48 Ms. P.: **Yeah. Where do you live in Japan?**
Yeah. Where do you live?

- 49 Mayumi: *I live in Hiroshima.*
I live in Hiroshima.
- 50 Ms. P.: **In Hiroshima? Ah, so you've seen the memorial.**
 In Hiroshima, so you seen the memorial. It _____ you.
- 51 Mayumi: *Mem...*
- 52 Ms. P.: **The statue?**
- 53 Mayumi: *What is a memorial?*
What is memorial?
- 54 Ms. P.: **I thought in Hiroshima there was like a park for after the war, for all the people who died in the bombing. There's meant to be a very beautiful park.**
 I saw in Hiroshima there was like a park for after the war _____ over the people who died in bombing. _____ very beatiful park.
- 55 Mayumi: *Yeah.*
Yeah.
- 56 Ms. P.: **Yes. Yeah. I've read about it. I've never been there. I've been to Tokyo.**
 Yes. Yeah. I _____ I can never been there. I've been to Tokyo.
- 57 Mayumi: *Oh.*
Oh.
- 58 Ms. P.: **Once, many, many, years ago.**
 Once, many, many, years ago.
- 59 Mayumi: *Ah, is it fun?*
Ah....Is it fun?
- 60 Ms. P.: **It was fun. Yeah. I went with my father. And then I went on that really fast train. The bullet train to Kyoto.**
 It was fun. Yeah. I went with my father and I went to ride on really fast train. It's _____ train to Kyoto.
- 61 Mayumi: *Kyoto?*
- 62 Ms. P.: **Yeah.**
- 63 Mayumi: *Kyoto is maybe beautiful.*
Kyoto. Kyoto may be beatiful.
- 64 Ms. P.: **Yeah. I, In Kyoto, I like the apple blossoms, the flowers in the trees, very beautiful.**
 Yeah. I ... In Kyoto I like the an apple _____, the flowers in trees, very beatiful.

- 65 *Mayumi:* ***I don't know about Kyoto. I just know about Hiroshima.***
I don't know about Kyoto. I just know about Hiroshima.
- 66 *Ms. P.:* **Yeah. Have you been to Tokyo?**
Yeah. Have you been to Tokyo?
- 67 *Mayumi:* **No.**
No.
- 68 *Ms. P.:* **No?**
No?
- 69 *Mayumi:* **Yeah.**
Yeah.
- 70 *Ms. P.:* **No. So how many people live in Hiroshima?**
No, so ...How many people live in Hiroshima?
- 71 *Mayumi:* ***Ah, many many, I don't know.***
Ah ...many many, I don't know.
- 72 *Ms. P.:* **No. Do you say Hiroshima or Hiroshima?**
No. Do you say Hiroshima or Hiroshima?
- 73 *Mayumi:* ***Hiroshima.***
Hiroshima.
- 74 *Ms. P.:* **Hi...**
Hi...
- 75 *Mayumi:* ***Hiroshima.***
Hiroshima.
- 76 *Ms. P.:* **Hiroshima.**
Hiroshima.
- 77 *Mayumi:* **Thank you.**
Thank you.
- 78 *Ms. P.:* **You're welcome.**
You're welcome.

1. *Mayumi:* ***Can I ask you about your university?***
Can I ask you about your university?
2. *Ms. P.:* **Yeah. By all means.**
Yeah. But _____.
3. *Mayumi:* ***Where is your university?***
Where is your university?
4. *Ms. P.:* **I went to university at a place called Christchurch in New Zealand, in the south island of New Zealand.**
I went to university are called _____ in New Zealand. yeah south island of New Zealand.
5. *Mayumi:* ***Ah. Did you, do you, did you live with your family or alone?***
Did you.. Do you .. Did you live with family or alone?
6. *Ms. P.:* **No, I didn't live with my family. In the first year I lived in what we called a Hall of Residence, which is kind of like a big dormitory where many students stay together. And then after that year, I went with friends and we lived together in a big old house. Lots of fun.**
No, I didn't live with my family fast year. I lived in what we called a h _____ which is kind of like a big dormitory where many students stay together. And then after that year, I went to with friends and we lived together in a big old house. Lots fun.
7. *Mayumi:* ***Ah. Did you get homesick?***
Ah ... Did you get homesick?
8. *Ms. P.:* **Oh yeah, yeah very homesick. I went home. My family were living in Thailand then and so I came back here to Thailand every summer. Yeah. To visit them.**
Oh yeah, yeah I was very homesick. I went home. My family were living in Thailand then and so I came back here to Thailand every summer. Yeah. To visit them.
9. *Mayumi:* ***And you, you are, you have, did you fun when you go back to Thailand?***
And you ... you are you have .. Did you fun when you go back to Thailand?
- 10 *Ms. P.:* **Did I have fun?**
Did I have fun?

- 11 *Mayumi:* ***Yeah.***
Yeah.
- 12 *Ms. P.:* **Oh well, I loved seeing my family. You know for the holidays, because I missed them. But the friends that I went to school with here had left. They had all gone back to America or Australia, England, other places. And so they weren't here. So that was, you know. I had fun with my family but I didn't have any other friends.**
Oh well, I love stay in my family. You know for the holidays, because I miss them, but the friends that I went to school with here had left. They had all gone back to America or Australia, England, other places. And so they weren't here. so that was you know I have my family but I don't have any other friends.
- 13 *Mayumi:* ***What did you study in there?***
What did you study in there?
- 14 *Ms. P.:* **I studied English and History at University. I did my Bachelor's degree in English and History, and then I did my Master's degree in History.**
I study English, and history at university. I did my _____ degree English, history, and then I get my math _____ degree and history.
- 15 *Mayumi:* ***Which class did you like best ?***
Which class did you like best ?
- 16 *Ms. P.:* **Oh, ah. In my first year at University, I took a class that was called Political Science, and I enjoyed that best because I like to argue with people and there were lots of arguments in that class.**
Oh - ah ...In my fast year at university I took a classes called _____ science and I enjoyed that best of _____. I like to argue with people and there is a lot of argument in that class.
- 17 *Mayumi:* ***Ah. Did you like your university?***
Ah. Did you like your university?
- 18 *Ms. P.:* **Oh yes, I loved it. Loved it.**
Oh yes, I loved it. Loved it.
- 19 *Mayumi:* ***What was your best memory when you were in there?***
What was your best memory when you were in there?

20 Ms. P.: **Oh. Oh, I have too many. You want my best? My best memory. OK. It would be playing a rugby game. I was in the girls' rugby team.**

Oh. Oh I have too many. For my best - ah... oh. My best memory. OK. It would be playing a rugbe game. I was in girl's rugbe team.

21 Mayumi: ***Oh. Did you, ah, were you good player?***

Did ...ah.. were you good player?

22 Ms. P.: **Ah, I was good enough to play on the team. I, I could run fast. I got out of a lot of trouble (laughs).**

Ah .. I was good in _____ to play on the team. I .. I could run fast hahaha. I got out of a lot of trouble. haha.

23 Mayumi: ***Ah. We talked about your job little bit. Can I ask you more questions?***

Ah. We talked about your job little bit. Can I ask you more questions?

24 Ms. P.: **Yeah certainly.**

Yeah _____.

25 Mayumi: ***What did you want to be when you were a child?***

What did you want to be when you were a child?

26 Ms. P.: **I wanted to be a doctor.**

I wanted to be a docter.

27 Mayumi: ***Why?***

Why?

28 Ms. P.: **I'm not sure why. I, I but I wanted to a doctor except that I don't like blood. I realised very quickly that I couldn't be a doctor because I didn't like the sight of blood.**

AnI'm not sure why. I... I but I wanted to a docter except that I don't like blood. hahaha. I realized very quickly I couldn't be a docter because I don't like _____ blood.

29 Mayumi: ***Have you always been teacher since you started working?***

Have you always been teacher since you started working?

30 Ms. P.: **Yes. Yes. Always taught.**

Yes. Yes. Always _____ long time now.

31 Mayumi: ***Oh.***

32 Ms. P.: **Yeah long time now.**

33 Mayumi: ***When did you come to I.S.E. to teach?***

When did you come to I.S.E. to teach?

- 34 Ms. P.: **I came when it opened in August of 1994.**
I came when it opened in August 1994.
- 35 Mayumi: ***Oh.***
- 36 Ms. P.: **Yeah, so the first day, right.**
Yeah, so first day.
- 37 Mayumi: ***First day. Have you always been teacher of I.S.E. since you became a teacher?***
Have you always been teacher of I.S.E. since you became a teacher?
- 38 Ms. P.: **No. No. I, I.S.E. is just a new school. I.S.E. started in August of 1994, so this is the fifth year for I.S.E. I have been teaching for over 15 years. So no.**
No. No. I...I.S.E. is just new school. I.S.E. started August 1994, so this is 5th year for I.S.E. I have been teaching for over 15 years, so no.
- 39 Mayumi: ***Where did you teach before come to I.S.E?***
Where did you teach before came to I.S.E?
- 40 Ms. P.: **I used to teach at schools in Pattaya. Small schools, not a lot of children. And before I came to Thailand I taught in New Zealand, when I finished studying to be a teacher.**
I use to teach at school in Pattaya. Small school, not lots of children and before I came to Thailand I _____ in New Zealand when I finished studying _____ teacher.
- 41 Mayumi: ***Ah. Was Pattaya's school like I.S.E.?***
Ah ... Was Pattaya's school like I.S.E.?
- 42 Ms. P.: **No.**
No.
- 43 Mayumi: ***No?***
- 44 Ms. P.: **Not at all. Very small schools. Ah, mainly because people like you have started coming to Pattaya and they needed a school and there was no, there were no schools for them to go to. So they were very small schools until the International Schools started to open.**
No. Not at all. Very small school. Ah maybe because people like you has started to coming to Pattaya and thay need a school and there was no there were no schools to go to, so there were very small schools until being to international school started open.

- 45 *Mayumi:* ***How long did you teach at there?***
How long did you teach at there?
- 46 *Ms. P.:* ***Oh. About, when Sam was born. 86, so from 1986 to 1994, about 8 years.***
Oh ... About ... when Sam born. Eighty six, so from 1986 to 1994
_____ 8 years. long time.
- 47 *Mayumi:* ***Oh.***
- 48 *Ms. P.:* ***A long time.***
- 49 *Mayumi:* ***I have some questions about Interview number two.***
I have some questions about Interview # 2.
- 50 *Ms. P.:* ***Umhm.***

- 51 *Mayumi:* ***So about New Zealand.***
So about New Zealand.
- 52 *Ms. P.:* ***OK.***
OK.
- 53 *Mayumi:* ***My father said that the hot spring is famous in New Zealand. Is it true?***
My father said that the hot spring is famous in New Zealand. Is it true?
- 54 *Ms. P.:* ***Yes. Yes. You know Japanese people love to go to New Zealand, don't you?***
Yes. Yes. You know Japanese people love to go to New Zealand
Don't you?
- 55 *Mayumi:* ***Yeah.***
Yeah.
- 56 *Ms. P.:* ***Yeah. And the hot springs are in the North Island of New Zealand. New Zealand is a very natural country. And most of things that people come to see are about, related to just to the country, to nature. And the hot springs are a very big attraction.***
Yeah and the hot spring that's in north island of New Zealand.
New Zealand is a very natural country. And most of things that people come to see a ... about _____ just to the country to neither. And hot springs are very big attraction.
- 57 *Mayumi:* ***Ah. The New Zealand is near Australia right? Is it right?***
Ah ... New Zealand is near Austlia right? Is it right?

- 58 Ms. P.: **Yeah.**
Yeah.
- 59 Mayumi: *Does New Zealand have rare animals?*
Does New Zealand have rare animals?
- 60 Ms. P.: **No.**
No.
- 61 Mayumi: *No?*
- 62 Ms. P.: **No, because Australia is an island. New Zealand is made up of three big islands. Oh three islands, two big ones one small. The animals can't get there. Right?**
No, because Austlia is an island. New Zealand is made up with 3 big islands. Oh 3 islands, 2 big ones one is small. The animals can't get there. Right?
- 63 Mayumi: *Yeah.*
Yeah.
- 64 Ms. P.: **Yeah. So no. New Zealand doesn't even have snakes.**
So no. New Zealand doesn't even have snakes.
- 65 Mayumi: *No snake. No snake!?!
No snake. No snake!?!*
- 66 Ms. P.: **No snakes in New Zealand, but in Australia there are many snakes and many really dangerous snakes. But New Zealand, because it's an island country, snakes have not got to New Zealand. And we're very careful to make sure that they never get there.**
No snakes in New Zealand, but in Austlia there are many snakes and many really dangerous snakes, but New Zealand because it's an island country. Snakes do not go to New Zealand. Very very careful to make sure that they never get there.
- 67 Mayumi: *That's good.*
That's good.
- 68 Ms. P.: **Yeah. Very good. I can't stand them.**
Yeah. Very good. I can't stand them.
- 69 Mayumi: *What kind of fruits can we get in New Zealand?*
What kind of fruits can we get in New Zealand?

- 70 Ms. P.: **Delicious fruit and if I miss anything I miss the fruit. It is really delicious. Kiwi fruit, strawberries, peaches, apricots, apples, many, many kinds of fruit.**
 Delicious fruits and if I miss anything I miss the fruits. It _____
 fruits, strawberries, peaches, applicots, apples, many many kind
 of fruits.
- 71 Mayumi: ***I don't like Thailand's strawberries. It's not sweet.***
I don't like Thailand's strawberries. It's not sweet.
- 72 Ms. P.: **They are not sweet enough, are they?**
 They are not sweet enough. Are they?
- 73 Mayumi: ***Yeah and small.***
Yeah and small.
- 74 Ms. P.: **Right.**
 Right.
- 75 Mayumi: ***And expensive.***
And expensive.
- 76 Ms. P.: **Too expensive. Too expensive. I agree with you. Do you grow strawberries in Japan?**
 Too expensive. Too expensive. I agree with you. Do strawbellies
 grow in Japan?
- 77 Mayumi: ***Yeah.***
Yeah.
- 78 Ms. P.: **Yeah.**
 Yeah.
- 79 Mayumi: ***But it's expensive, but it's sweet and good.***
But it's expensive, but it's sweet and good.
- 80 Ms. P.: **So you don't mind paying the money if they're sweet and good.**
 So you don't mind pay the money if it's sweet and good. hahaha.
- 81 Mayumi: ***Thank you.***
Thank you.
- 82 Ms. P.: **You are welcome.**
 You are welcome.

1. *Mayumi: Can I ask you about holidays?*
Can I ask you about holidays?
2. *Ms. P.: Yes. Go ahead.*
Yes. Go ahead.
3. *Mayumi: Do you like to have holidays?*
Do you like to have holidays?
4. *Ms. P.: Oh. I love holidays very much. We work very hard during the school term.*
Oh. I love holidays very much. we work very hard during school time.
5. *Mayumi: I like holiday too, but not sometimes, not sometimes, because I have to study for homework.*
I like holiday too, but not sometimes, not sometimes, because I have to study for homework.
6. *Ms. P.: Which holidays do you like?*
Which holiday do you like?
7. *Mayumi: Ah, long holiday, so summer holiday.*
Ah ... long holiday, so summer holiday.
8. *Ms. P.: You like the summer holiday?*
You like summer holiday.
9. *Mayumi: Yeah.*
Yeah.
- 10 *Ms. P.: Do you go home for the summer holiday?*
Will you go home in summer holiday?
- 11 *Mayumi: I don't know. I don't. I don't think so.*
Nnn. I don't know. I don't. I don't think so.
- 12 *Ms. P.: No.*
No.
- 13 *Mayumi: What do you usually do?*
What do you usually do?
- 14 *Ms. P.: In my holiday?*
In my holiday?
- 15 *Mayumi: Yeah.*

- 16 Ms. P.: Well now if it's the summer holidays, I do summer school, for the first four weeks. In fact I had Yuta at summer school last year. And I loved having him. I enjoy summer school because it's a lot of fun and you don't have to worry about the curriculum, the things that we have to do to through a school year with you. So I like that. And then after summer I just, after summer school I just take time to relax before school starts again. Ah, Christmas holidays, we have a big Christmas party which we do every year.
Now, _____ summer holiday, I do summer school, for the first four weeks. I had Yuta at summer school last year. And I love _____. I enjoy summer school, because it's lots of fun, you don't have to worry about the curriculum. I think it has to do to school year with you, so I like that. And than after summer I just after summer school I just take time to relax before school starts again. Ah Christmas holidays, we have a big Christmas party which we do every year.
- 17 Mayumi: *Umhm.*
- 18 Ms. P.: I am not sure about this year. We might have break from it. Ah ... I am not sure about this year. We might have break for much.
- 19 Mayumi: *Ah. Do you, do you, do you read books or something in holiday?*
Ah .. Do you Do you Do you read books or something in holiday?
- 20 Ms. P.: I read lots of books. I read lots of books. I watch lots of movies.
I read lots of books. I read lots of books. I watch lots of movies.
- 21 Mayumi: *What kind of book do you read?*
What kind of book do you read?
- 22 Ms. P.: I can read any kind of books. I read some books that are very badly written books. I call them "Trash".
I can read any kind of books. I read some books that are very badly written books. I called them "Trash".
- 23 Mayumi: *Trash.*
Trash.

- 24 Ms. P.: **But then I, to relax with. And then I can read school books. I can read any kind of books. I love to read.**
Then I _____ with. And then I can read school books. I can read any kind book. I love to read.
- 25 Mayumi: ***What is curriculum? You say in summer holiday you did in summer school.***
What is curriculum mean? You say in summer holiday you did in summer school.
- 26 Ms. P.: **A curriculum?**
A curriculum?
- 27 Mayumi: ***Yeah.***
Yeah.
- 28 Ms. P.: **Curriculum is what teachers have to teach in a school year. I have a grade three curriculum for Maths and Science and Language Arts. I have to make sure that I teach all my grade three students those things. And then they're ready for grade four. OK? That's the curriculum.**
Curriculum is what teacher have to teach in the school year. I have a grade 3 curriculum for Math and Science and Language Arts. I have to make sure that I teach all my grade 3 students those things. And then they're ready for grade 4. That's a curriculum.
- 29 Mayumi: ***OK. What do you like to do?***
What do you like to do?
- 30 Ms. P.: **In my holidays?**
In my holidays?
- 31 Mayumi: ***Yeah.***

- 32 Ms. P.: **Ah, Well, I said I like to read and I like to watch movies. I like to visit people that I haven't seen through the school year because the school day you get very tired and when you go home you don't really go and visit friends. So I like to do things with friends. I like to go out for meals and go to the beach, those kinds of things.**
Ah, Well, I said I like to read and I like to watch movies. I like to visit people that I haven't seen _____ school year because school day you get very tired when you go home, you don't really go and visit friends so I like to do things with friends. I like to go out for meal, go to the beach, those kinds of things.
- 33 Mayumi: ***What will you do in Winter holidays?***
What will you do in Winter holidays?
- 34 Ms. P.: **Winter? Christmas?**
Winter? Christmas?
- 35 Mayumi: ***Yeah.***
Yeah.
- 36 Ms. P.: **Ah. I'm meant to take the boys to Bangkok to stay in Bangkok for one week, because when we don't have holidays we go to Bangkok for one day.**
Ah. I meant take the boys to Bangkok to stay in Bangkok for one week, because when we don't have holidays we go to Bangkok for one day.
- 37 Mayumi: ***One day?***
One day?
- 38 Ms. P.: **Yeah. And we go to watch a movie and come home. And we go to Tower Records at the Emporium Plaza.**
Yeah. We go to watch a movie and come home. I and we go to Tower Records at Emprium.
- 39 Mayumi: ***What is ...***
What is ...
- 40 Ms. P.: **Tower Records? It's that shop that has all the CDs.**
Tower Record? It's shop that have old Cds.
- 41 Mayumi: ***Oh.***
Oh.

- 42 Ms. P.: **We have a Tower Records in Pattaya now. In the Royal Garden Plaza.**
We have a Tower Record at Pattaya now. In the Royel Garden Plaza.
- 43 Mayumi: *I don't know.*
I don't know.
- 44 Ms. P.: **Upstairs at Royal Garden there is a Tower Records, but there is a very good Tower Records at Emporium Plaza in Bangkok. So we only go to Bangkok for a day. And I'd like to take the boys for about a week and go to museums and libraries and things that we never go to. Yeah? So that's what I'm going to do.**
Upstir of Royal Garden is a Tower Record, but there is very good Tower Record at Emprium Plaza in Bangkok. so we go to Bangkok for a day. I'd like to take the boys for a week and to museums and libraries and things we never to do. Yeah, so that what I will do.
- 45 Mayumi: *Ah. I want to talk about Christmas. Can I?*
Ah ha ... I want to talk about Christmas. Can I?
- 46 Ms. P.: **Sure. Go ahead.**
Sure. Go ahead.
- 47 Mayumi: *Do you believe in Santa Claus?*
Do you believe in Santa Claus?
- 48 Ms. P.: **Not anymore (laughs). I used to.**
Not anymore, hahaha, I used to.
- 49 Mayumi: *I am not too.*
I am not too.
- 50 Ms. P.: **You don't believe?**
You don't believe.
- 51 Mayumi: *Yeah. Because when I am more little than now in Japan my mother said Can I find glue or something and I opened the cupboard.*
Yeah. When I am more little than now in Japan my mother said Can I find glue or something and I open the coverd (cupboard)
- 52 Ms. P.: **The cupboard.**

- 53 *Mayumi: Yeah. I saw a present that in, that is in Christmas, so I know that my parents are Santa Claus.*
Yeah. I saw a present the is Christmas, so I know that my parents are Santa Claus.
- 54 *Ms. P.: And your parents are Santa Claus. Actually I can't remember how I find out that Santa wasn't real, but my Sam even now, he's still not sure. Boss knows that Santa isn't real. But Sam is still, there is still a big question mark. And so we still have Christmas stockings and at about 1 o'clock in the morning I get up and I fill the Christmas stockings with things from Santa. Leave food for him. Yeah.*
_____ parents are Santa Claus. Actually I can't remember how I find out that Santa wasn't real, but my Sam even now, he's still not sure. Boss knows that Santa isn't real. But Sam is still big question mark. And so we still have Christmas stocking and at about 1 o'clock in the morning I get up and I full Christmas stocking things from Santa. Leave food for him.
- 55 *Mayumi: Will you give, no, will you get present this year?*
Will you get present this year?
- 56 *Ms. P.: I don't know. You have to go and ask Sam. It depends on how much money he has saved. I give presents.*
I don't know. You have to go to ask Sam. Hahahah... It depends on how much money do you saved. I give presents - not get.
- 57 *Mayumi: Not get.*
- 58 *Ms. P.: Right. But you know it's another question whether I get them.*
All right. You know another question if I get them
- 59 *Mayumi: What did you get when you were child for best? You remember?*
What did you get when you were child for best you remember?
- 60 *Ms. P.: Ah, the present that I like the best?*
Ah present that I like best
- 61 *Mayumi: Yeah.*

- 62 Ms. P.: **Well, one year, many, many, years ago, I hate to count how many actually. Ah, I used to love a singing group called The Beatles. Have you ever heard about The Beatles?**
 An ... well one year, many many years ago. I hate to count how many actually. Ah I used to love singing group called Bettles(?) Have you ever heard about Bettles?
- 63 Mayumi: *Yeah.*
Yeah.
- 64 Ms. P.: **Umhm. And that year, they put out a packet of records. Records are those black.**
 Uh hu And that year, they put our ah pocket of record, Records those black
- 65 Mayumi: *Big, like CD.*
Big like a CD
- 66 Ms. P.: **Like a CD**
- 67 Mayumi: *But black.*
But black.
- 68 Ms. P.: **Right. Yeah. And we played them on record players, that's how old I am! And they had a packet of about four records which had all their songs. And a lovely book of photos of them from the time that they first started playing together. And I think probably I remember that present more than any other.**
 We play them in record player, that how old I am. And they had a pocket about 4 records which had all their songs and lovely book of photos of them from the time they first stated playing together. I think probably I remember that present more than any other.
- 69 Mayumi: *So you like The Beatles.*
So you like Bettles.
- 70 Ms. P.: **Oh. I love The Beatles.**
 Oh. I loved Bettles.
- 71 Mayumi: *Love?*
- 72 Ms. P.: **Yeah.**
- 73 Mayumi: *What do you think, where Santa from?*
What do you think where Santa from?

- 74 Ms. P.: **Where's Santa from? Well, if Santa is real, he's from the North Pole.**
Where Santa from? If Santa is real, he's from North Pole. hahah
- 75 Mayumi: ***Because there is cold.***
Because there is cold.
- 76 Ms. P.: **Yeah. That's right.**
Yeah. That's right.
- 77 Mayumi: ***If you can get a present, what will you want to get?***
If you can get present, what will you want to get?
- 78 Ms. P.: **This year?**
This year?
- 79 Mayumi: ***Yeah.***
Yeah.
- 80 Ms. P.: **Oh. If I could get a present, what would I like to get? I, oh. If somebody with a lot of money was going to give me something I'd like a ticket to go back to New Zealand. That's what I'd like.**
Oh.... If I could get present, what would I like to get. I ..Oh.. If somebody with lots of money who will go to give me something I'd like a ticket to go back to New Zealand. That's what I like.
- 81 Mayumi: ***So you ...***
- 82 Ms. P.: **If it was somebody who was just going to give me something little, I'd like, oh I don't know, maybe a book or some music. Yeah. So we'll see. Sam and Boss actually, the other day, they said to me what would I do if they gave me a ticket to New Zealand for Christmas (laughs). But that won't happen. I don't think about it.**
An with somebody _____ will just give me something little, I'd like I don't know. May be a book or some music. Yeah. Sam and Boss actually the other day they said to me What I'd do to give me a ticket to New Zealand for Christmas. Hahaha but that doesn't happen. I don't think about it.
- 83 Mayumi: ***Thank you very much.***
Thank you very much.
- 84 Ms. P.: **You're welcome.**
You're well come.

1. *Mayumi: How are you?*
How are you?
2. *Ms. P.: Today?*
Today?
3. *Mayumi: Yeah.*
Yeah.
4. *Ms. P.: I'm fine.*
I'm fine.
5. *Mayumi: How was your vacation?*
How was your vacation?
6. *Ms. P.: It was very peaceful and relaxing. I didn't go anywhere. I stayed in Thailand, but just did things that I don't do when school is open.*
It was very peaceful and relaxing. I didn't go anywhere. I stayed in Thailand, but just did things that I don't do in school open.
7. *Mayumi: Can I ask you about this interview project?*
Can I ask you about this interview project?
8. *Ms. P.: Sure.*
Sure.
9. *Mayumi: How do you feel about this?*
How do you feel about this?
- 10 *Ms. P.: I've enjoyed it very much.*
I enjoyed it very much.
- 11 *Mayumi: Why?*
Why?
- 12 *Ms. P.: Ah. Oh. Several reasons. You are in my son's class. You are at the school, so it's been fun to get to know you a bit. Ah. I am happy to help your teacher with her research. And I've enjoyed watching how you've got more comfortable asking the questions.*
Ah. Oh. Several reasons. You are in my son's class. You are at the school, so it's been fun to get to know you a bit. Ah. I am happy to help your teacher with her research. And I am?/ve? enjoying watching you get more comfortable asking questions.

- 13 Mayumi: *What topic do you like best? So, about New Zealand, and about interview # 1, I talked, we talked about you.*
What topic do you like best? So, about New Zealand, and aboutinterview # 1, we talked about you.
- 14 Ms. P.: **Umhm.**
- 15 Mayumi: *And so, about New Zealand and about your university. Many topics.*
And about New Zealand and about your university.
- 16 Ms. P.: **Well, I probably don't like to talk about myself as much. So probably New Zealand. Yeah or this one.**
Ah... I probably don't want to talk about myself as much. I probably New Zealand. Yeah or this one.
- 17 Mayumi: *Me too.*
Me too.
- 18 Ms. P.: **Yeah?**
Yeah?
- 19 Mayumi: *Because we can understand about it.*
Because I can understand about it.
- 20 Ms. P.: **Right.**
- 21 Mayumi: *But I like all of them.*
But I like all of them.
- 22 Ms. P.: **Did you?**
Did you?
- 23 Mayumi: *Because I can understand about you and about New Zealand and about University.*
Because I can understand about you and New Zealand and university.
- 24 Ms. P.: **Well, I learnt about cherry blossoms!**
I learnt about cherry brosamms.
- 25 Mayumi: *Yeah. Ah, we talked about Beatles in interview # 4. Can I ask you about more?*
Yeah. Ah...we talked about Beatle in interview # 4. Can I ask you about more?
- 26 Ms. P.: **The Beatles?**
Beatles?
- 27 Mayumi: *Yeah.*
Yeah.

- 28 Ms. P.: **The singing group? The Beatles. Ah have you ever heard of them?**
Singing group? The Beatles. Ah have you ever heard of them?
- 29 Mayumi: ***Yeah, but I don't know about them much so...***
Yeah, but I don't know about them much so...
- 30 Ms. P.: **No. Well, they were a very famous group in the 60s, so about, you know, 40 years ago. 30 -40 years ago. And when I was little, I loved them. I just loved them. And I remember my father bringing me a record set. It had 4 records. Do you know what records are?**
No. Well, they were very famous group in 60s, so about 40 years ago. 30 -40 years ago. An when I was little, I loved them. I just loved them. I remember my father bring me record sets. It has 4 records. Do you know records are?
- 31 Mayumi: ***Yeah, because I hear.***
Yeah, because,
- 32 Ms. P.: **We talked about it before. And you know it was just my favourite present.**
We talked about it at 4. And you know it was just my favourite present.
- 33 Mayumi: ***Yeah.***
- 34 Ms. P.: **Right. And now they don't sing together any longer. But there is, ah, have you heard of Paul McCartney?**
An now they don't sing toghter any longer, but there is ... ah have you heard _____ ?
- 35 Mayumi: ***I don't know.***
I don't know.
- 36 Ms. P.: **No? He has made a name for himself outside of The Beatles.**
No? He has made name for himself outside of Beatles.
- 37 Mayumi: ***On his own?***
- 38 Ms. P.: **Yeah outside of The Beatles. Another one in the group was shot and killed in New York City. I don't know maybe twenty years ago. But they were just, I just loved their music.**
Another one in the group was shot and killed in the New York city. I don't know maybe twenty years ago. But they are just...I just love their music.

- 39 Mayumi: *So three people in Beatles?*
So 3 people in Beatles?
- 40 Ms. P.: **Four.**
 4.
- 41 Mayumi: **Four.**
 4
- 42 Ms. P.: **All men. All from England from a city called Liverpool in England. And you know they just had in, made incredible music. Even today people love to listen to their music.**
 All men. All from England from a city called Riverpool in England. An and you know they just had made in (cretable?) music. Even today people love to listen to their music.
- 43 Mayumi: *Which people do you like best?*
Which people do you like best?
- 44 Ms. P.: **Of the four?**
 All the four?
- 45 Mayumi: **Yeah.**
Yeah.
- 46 Ms. P.: **Ah. Well. I liked, when I was little, I really loved the drummer, Ringo Starr, the guy who played the drums. And now I prefer Paul McCartney.**
 Ah. Well. I like when I was little I really loved drammer. ____ .
 And now I ____ .
- 47 Mayumi: **You've changed.**
You change.
- 48 Ms. P.: **I changed.**
 I changed.
- 49 Mayumi: *Why did you like them? Why did you listen?*
Why did you like them?

- 50 Ms. P.: **I just like their music. Some people, you know, some people like singers because they think they are really cute to look at and they like to get their pictures and put their pictures on their wall and look at them when they go to bed. No, I never did that. It was mostly their music that I loved.**
 I just like their music. Some people you know some people like singers, because they think they are really cute to look at and they like to get pictures put the picture on every wall and look at them when they go to bed. I never did that. It was mostly their music that I love.
- 51 Mayumi: ***Ah. Do you like them now too.***
Ah. Do you like them now too.
- 52 Ms. P.: **Yeah. Yeah still do.**
 Yeah. Yeah still do.
- 53 Mayumi: ***What kind of music did they sing?***
What kind of music did they sing?
- 54 Ms. P.: **Oh. I don't know. I mean at the time it was called pop music.**
 Oh. I don't know. I mean at the time that was called pop music.
- 55 Mayumi: ***Pop music?***
Pop music?
- 56 Ms. P.: **Yeah.**
 Yeah
- 57 Mayumi: ***So, they sing many music.***
They sing many music.
- 58 Ms. P.: **It was popular modern music at the time. I'll get some and get you to listen to it. And then you can tell me if you like it or not.**
 It was popular modern music at the time. I'll get some and you can listen to it. And you can tell me if you like it or not.
- 59 Mayumi: ***Ah. What is their most famous sing?***
Ah. What is their most famous s(i)ong?

- 60 Ms. P.: **Their most famous song? I think probably a song called "Let it Be". They had many. Many, many, so I'm not quite sure what the most famous song would be. I think "Let it Be". That was one I liked the best anyway.**
 Their most famous song? I think probably a song called (Letter B?). They had many many, so I'm not quiet sure what the most famous song would be. I think Letter B that was one I like best.
- 61 Mayumi: ***Oh. Why do you like that song?***
Oh. Why do you like that song?
- 62 Ms. P.: **I like the words. You know the message that it tells you.**
 I liked the words you know (masage) message that it tells you.
- 63 Mayumi: ***OK. What, oh no. Can I ask you an extra question?***
Okay. Can I ask an extra question?
- 64 Ms. P.: **Sure.**
 Sure.
- 65 Mayumi: ***If my brother lives in ocean, what could he be?***
If my brother lives in ocean, what could he be?
- 66 Ms. P.: **If your brother lives in the ocean, what could he be?**
 If your brother lives in the ocean, what could he be?
- 67 Mayumi: ***Yeah, my brother, Yuta.***
Yeah, my brother. Yuta.
- 68 Ms. P.: **Yuta. Oh.**
 Oh.
- 69 Mayumi: ***It's easy one.***
It's easy one.
- 70 Ms. P.: **It's an easy one?**
 Is it easy one?
- 71 Mayumi: ***Yeah. I see a joke book and write it.***
Yeah. I see a joke book and write it.
- 72 Ms. P.: **So, this is a joke?**
 So, is this a joke?
- 73 Mayumi: ***Yeah.***
Yeah.
- 74 Ms. P.: **Seriously? OK. It's a joke. If my brother lives in the ocean, what could he be? Would he still be your brother?**
 ____ly? Okay. It's a joke. If my brother lives in the ocean, what could he be? Would you still be your brother?

- 75 *Mayumi:* **No.**
No.
- 76 *Ms. P.:* **No?**
No?
- 77 *Mayumi:* ***Yeah. But maybe.***
Yeah. But maybe.
- 78 *Ms. P.:* **Maybe.**
Maybe.
- 79 *Mayumi:* ***Yeah.***
- 80 *Ms. P.:* **Would you be living in the ocean too?**
Would you living in (the) ocean too?
- 81 *Mayumi:* ***No, I don't want to live.***
No, I don't want to.
- 82 *Ms. P.:* **You don't want to live in the ocean. OK. Ah. I don't know.**
No, you've got me. What's the answer?
You don't want to live in the ocean. OK. Ah. I don't know. No
_____ . What's the answer?
- 83 *Mayumi:* ***Selfish.***
Selfish.
- 84 *Ms. P.:* **He'd be a sailfish?**
He will be a sailfish?
- 85 *Mayumi:* ***Yeah. He's not good to me, so he's selfish.***
Yeah. He's not good to me, so he's selfish.
- 86 *Ms. P.:* **Oh. He's selfish! (laughs) Is he really not good to you?**
Oh. He's selfish. Ha. Is he very not good to you?
- 87 *Mayumi:* ***Yeah. Sometimes. He is like happy something to everyone, but he is not to me.***
Yeah. Sometimes. He is like something to everyone, but he is not to me.
- 88 *Ms. P.:* **Really?**
Really?
- 89 *Mayumi:* ***Yeah.***
Yeah.
- 90 *Ms. P.:* **Does he listen to you?**
Does he listen to you?
- 91 *Mayumi:* ***Sometimes, not sometimes.***
Sometimes, not sometimes.

- 92 Ms. P.: **That's the same in class. Sometimes he listens to me and sometimes he doesn't.**
That's the same in class. Sometimes he listens to me. Sometimes he doesn't.
- 93 Mayumi: ***Yeah. So I am not good to him sometimes.***
So I am not good to him sometimes.
- 94 Ms. P.: **I can't imagine you are not being good to people.**
I can't imagine you are not being good people.
- 95 Mayumi: ***But I am.***
But I am.
- 96 Ms. P.: **Yeah?**
Yeah?
- 97 Mayumi: ***To my brother.***
I don't like my brother.
- 98 Ms. P.: **Yeah.**
- 99 Mayumi: ***And, thank you very much. It's last one so.***
And, thank you very much. It's last one.
- 10 Ms. P.: **This is the last one. I'm sorry that it will be the last one. I've enjoyed them very much.**
It's last one. I'm sorry that will be last one. I enjoyed it very much.
- 10 Mayumi: ***Me too.***
Me too.
- 10 Ms. P.: **OK.**
OK.
- 10 Mayumi: ***Good-bye.***
Good-bye.

1. Mayumi: *How are you today?*
How are you today?
2. Ms. A: **I am fine, thank you.**
I am fine, thank you.
3. Mayumi: *Where are you from?*
Where you from?
4. Ms. A: **England.**
England.
5. Mayumi: *England. What is, how many seasons does England have?*
What is....how many seasons does England have?
6. Ms. A: **How many?**
How many?
7. Mayumi: **Seasons.**
Seasons.
8. Ms. A: **Seasons. Four.**
Seasons. 4
9. Mayumi: *So, winter and*
So winter and
10. Ms. A: **Winter, spring, summer, autumn.**
Winter, spring, summer and autumn.
11. Mayumi: *Same as Japan.*
Same as Japan.
12. Ms. A: **Yeah?**
Yeah?
13. Mayumi: *Yeah. What kind of food does England's people eat?*
Yeah. What kind of food England/English people eat?
14. Ms. A: **Ah. Their favourite food is fish and chips.**
Ah. Favourite food is fish and chips. Do you know what that is?
15. Mayumi: *Oh.*
16. Ms. A: **Do you know what that is?**
17. Mayumi: *No.*
No.
18. Ms. A: **Fried fish and then chips like, ah, french fries.**
Fryed fish and chips like a french fries.

19. *Mayumi:* **Oh.**
Oh.
20. *Ms. A:* **And also we have, on Sundays, we have a roast dinner. So you have roast chicken, with roast potatoes, peas, carrots, and gravy.**
Also we have on Sundays, we have roast dinner. So you have roast chicken with mush potatoes, peas, carrots, and ____ .
21. *Mayumi:* **Do you like them?**
Do you like them?
22. *Ms. A:* **Yeah.**
Yeah.
23. *Mayumi:* **Why?**
Why?
24. *Ms. A:* **You need to eat more in England because it is colder.**
You need to eat more because there is colder.
25. *Mayumi:* **Can I ask you about Russia?**
Can I ask you about Russia?
26. *Ms. A:* **Yeah. Came back on Monday. It was really cold.**
Yeah. Back on Monday. It was really cold.
27. *Mayumi:* **Oh.**
28. *Ms. A:* **Minus 38.**
29. *Mayumi:* **Minus 38?**
30. *Ms. A:* **Yeah. It was freezing. So we were wearing lots and lots of layers. Big coats, big fur hats, gloves, two pairs of trousers, but it was really good fun.**
Minus 38. ____ freezing. Wearing lots of lots of (cloth?), because big fur hats, gloves, ____ of trousers, but it was really fun.
31. *Mayumi:* **Oh! I can't believe.**
I can't believe.
32. *Ms. A:* **It was covered in snow.**
It was covered by snow.
33. *Mayumi:* **Did you go to famous place in Russia?**
Did you go to famous place in Russia?

34. Ms. A: **Yes. I went to Moscow to the Kremlin, which is one of the most famous places and Red Square. Have you ever heard of Red Square?**
 Yes. I went to Moscow to the _____, which is one of most famous place and (red square?) Have you ever hard of red square?
35. Mayumi: **No. Where is it?**
No. Where is it?
36. Ms. A: **It's right in the middle of Moscow. And it's where Lenin is buried. He is in a Mausoleum. His body is stuffed and they've got it in a room that you can go and see him in. Really interesting. And in St. Petersburg, we went to a very famous art gallery.**
 It's right on middle of Moscow. It were _____. He is buried. He is in a _____. his body is staffed on ground. (In Bilma?) you can see him. Really interesting. And in (some painting?) I went to very famous art gallery.
37. Mayumi: **OK. Ah. So in Russia there is winter?**
Ah so in Russia there is winter?
38. Ms. A: **Yes. They have really really cold winter.**
 Yes. I have really really cold winter. _____ cold.
39. Mayumi: **Too cold.**
40. Ms. A: **Yeah.**
41. Mayumi: **Did you eat Russian food?**
Yeah. Did you eat Russian food?
42. Ms. A: **Yes.**
 Yes.
43. Mayumi: **Is it good?**
Is it good?
44. Ms. A: **I had caviar.**
 I had _____.
45. Mayumi: **Caviar?**
 _____?
46. Ms. A: **Little fish eggs.**
 Little fish eggs.
47. Mayumi: **Oh. Fish eggs.**
 Oh.

48. Ms. A: **They are really expensive, because it's very difficult to get them, and people think that caviar tastes really good. It's very salty.**
They are really expensive, because it's very difficult to get them and people think that _____ taste really good. It's very salty.
49. Mayumi: ***Oh I know! Like black little.***
I know - black little.
50. Mayumi: **Yeah. Yeah. That's caviar.**
51. Ms. A: ***Oh.***
52. Ms. A: **And they also have lots of potatoes and meat. And we went to McDonalds. And the students said that in McDonalds they had the biggest burgers they've ever seen in their lives. Really big burgers. They like meat.**
Yeah. Yeah. That's _____. And I was having lots of potatoes and meat. I went to McDonalds. The students says that in McDonald that had biggest burgers that I've ever seen in my life. Really big burgers. I like meat. Coat _____ is really like that thick.
53. Mayumi: ***Oh, how big?***
54. Ms. A: **They said the quarter pounder was really like this thick.**
55. Mayumi: ***Too big. I can't eat it. Did you eat all?***
Too big. I can't eat it. Did you eat all?
56. Ms. A: **No, because it was too much.**
No, because it was too much.
57. Mayumi: ***Where did you go in Russia? Ah. Where did you stay in Russia?***
Where did you stay in Russia?
58. Ms. A: **We stayed in Youth Hostels.**
We stayed in _____.
59. Mayumi: ***Where is that?***
Where is _____.
60. Ms. A: **Do you know what a Youth Hostel is?**
Do you know what _____ is?
61. Mayumi: ***No.***
No.

62. Ms. A: **It's for young people. And it's really cheap accommodation. And they have big rooms like this, with lots of beds in it so that you can get about twenty people in one room. In bunk beds. So you have one bed on the bottom and one bed on the top.**
It's for young people. At really cheap _____ in it so you can _____ 20 people in one room. In _____ bed so you have one bed the bottom one bed on the top.
63. Mayumi: ***Oh. Did you go there alone?***
Did you go there alone?
64. Ms. A: **No. When I went to Russia, I went with nine students from Grade 10, 11, and 12, and eight parents.**
No. When I went to Russia, I went to with 9 students from Grade 10, 11, and 12 and 8 parents.
65. Mayumi: ***Eight parents?***
8 parents?
66. Ms. A: **Yeah.**
Yeah.
67. Mayumi: ***Ah. Do you like Russia?***
Ah. Do you like Russia?
68. Ms. A: **Yes, I do.**
Yes, I do.
69. Mayumi: ***Why?***
Why?
70. Ms. A: **Because it's got a really interesting history.**
Because it's got really interesting history.
71. Mayumi: ***Oh. Can I ask you about that history?***
Can I ask you about that history?
72. Ms. A: **Yeah. It's really unusual, because it's got a very violent history.**
Yeah. It's really unusual, because it's got a very violent history.
73. Mayumi: ***Why?***
Why?

74. Ms. A: **They've had lots of revolutions. And war. And the people, because they've had a very violent history and it's been hard to survive, the people are very tough. Very, very different to anywhere else in Europe. That's why I like it. It's really interesting. And they have really amazing churches. With, on the top of the church they have an onion dome, that is in the shape of an onion. It goes like that. It's really beautiful. All in gold.**
 _____ evolutions and war and the people because had found very violent history that means hard to _____. The people are (though?) very very different to anywhere in Europe. That is why I like it. It's really interesting. And they have really amazing churches with all the top of church they have onion _____. That is shape of onion. It's really beautiful. Only gold.
75. Mayumi: **Gold!?!
Gold!**
76. Ms. A: **Yeah.**
Yeah.
77. Mayumi: **Wow. I saw Winnie the Pooh on the door. Do you like it?**
I saw Winnie the Pooh on the door. Do you like it?
78. Ms. A: **Yeah. (laughs) Winnie the Pooh is my favourite.**
 Yeah. Winnie the Pooh is my favourite.
79. Mayumi: **Why do you like it?**
Why do you like it?
80. Ms. A: **Because people think that Winnie the Pooh is a silly bear. But he is very wise.**
 Because people think that Winnie the Pooh is silly bear. But he is really wise.
81. Mayumi: **I like Winnie the Pooh, too.**
I like Winnie the Pooh too.
82. Ms. A: **Yeah? I like I like the stories about Winnie the Pooh.**
 Yeah? I like I like the story about Winnie the Pooh.
83. Mayumi: **What story?**
What story of....?
84. Ms. A: **Books.**
 Books.

85. *Mayumi:* ***Oh. Books.***
Oh. Books.
86. *Ms. A:* **Have you read the books?**
 They have books.
87. *Mayumi:* ***Yeah.***
Yeah.
88. *Ms. A:* **Yeah. I like it because it's very simple, but it tells you how to live you life, through very simple tales. I could talk to you about Winnie the Pooh for hours.**
 I like it, because it's very simple, but it tells you how to live you lifes. They are very simple tales. I can tell you about Winnie the Pooh for a hour.
89. *Mayumi:* ***(laughs) Why did you come to Thailand?***
Why did you come to Thailand?
90. *Ms. A:* **Because my husband is an engineer and he got sent over here.**
 Because my husband is an engineer and he got _____ again.
91. *Mayumi:* ***And you, you, you became teacher.***
And you you you became teacher.
92. *Ms. A:* **I taught in England. I've been teaching for six years. And so, I applied for a job here. And I was lucky. I got a job.**
 I taught in England. I've teaching for 6 years. And so, I planned to jump here. And I was lucky that I get job.
93. *Mayumi:* ***Oh. What do you like about Thailand?***
Oh. What do you like about Thailand?
94. *Ms. A:* **The food.**
95. *Mayumi:* ***Food?***
96. *Ms. A:* **I really like Thai food. I think it's beautiful. And I think the people are lovely. Because they are different to English people. I like the way they live their life. It is much slower. And they are very patient.**
 Food. I really like Thai food, it's beatiful. I like people and look like because they different to English people. I like way to life it is much slower. That's very patient.
97. *Mayumi:* ***Oh. What is patient?***
What is patient?

98. Ms. A: **When you don't get angry easily. When you are calm.**
When you don't get any _____ when you are calm.
99. Mayumi: **Oh.**
Oh.
100. Ms. A: **Yeah. I like that. Thai people are very calm. They don't lose their temper. English people go around very frustrated. English people want everything done now. Do it immediately. And they get really annoyed. They drive really fast. Thai people are calm.**
Yeah. I like that. Thai people are very calm and don't lose temper. English people go around and straight _____. English people want everything done now. _____ immediately. I really get annoyed. They translate fast. Thai people are calm.
101. Mayumi: **Ah. What don't you like about Thailand?**
Ah. What don't you like about Thailand?
102. Ms. A: **Ah. It's too hot for me.**
Ah....It's too hot for me.
103. Mayumi: **Yeah. Me too.**
Yeah.
104. Ms. A: **Too hot.**
Too hot.
105. Mayumi: **But I used to it.**
But I used to.
106. Ms. A: **Yeah? I find it takes all my energy away because it's so hot. But otherwise I think it's wonderful.**
Yeah? I find it takes my energy because it's so hot. But otherwise it's wonderful.
107. Mayumi: **Ah. Do you like spicy food?**
Ah. Do you like spicy food?
108. Ms. A: **Yes.**
Yes.
109. Mayumi: **Oh, so you like Thai food.**
Oh, so you like Thai food.
110. Ms. A: **Yeah. I love it.**
Yeah. I love it.
111. Mayumi: **I don't.**
I don't.

112. Ms. A: **I like Thai food, and Indian food. I like any spicy food.**
I like Thai food, and Indian food, I like any spicy food.
113. Mayumi: ***Oh. Do you. Have you ever eat Japanese food?***
Do... Have you every (eat) eaten Japanese food?
114. Ms. A: **No, I haven't.**
No, I haven't.
115. Mayumi: ***Oh so you don't know.***
Oh so you haven't.
116. Ms. A: **I don't, I don't know anything about Japanese food.**
I don't I don't know about Japanese food.
117. Mayumi: ***Oh. I am sorry. I can't ask you "do you like it?"***
Oh. I am sorry. I can't ask you "do you like it?"
118. Ms. A: **Tell me what it is like.**
Tell me what it like.
119. Mayumi: ***It's like rice and miso soup and fish in the breakfast. And.***
And, ah, I don't know. Tempura. Do you know?
It like rice and miso soup and fish _____ breakfast. And nn....
And ah I don't know. Tempura.
120. Ms. A: **Oh. I love tempura. Yeah. I love it.**
Oh. I love tempura. Yeah.
121. Mayumi: ***And sushi.***
And sushi.
122. Ms. A: **I would love to try some Japanese food.**
I will try some Japanese food.
123. Mayumi: ***I want to try Thai food. Ah. No. What is your favourite Thai food?***
I want to try Thai food. Ah. No. What is your favourite Thai food?
124. Ms. A: **Deep fried shrimp.**
Deep fried shrimp.
125. Mayumi: ***Oh. I like that. It's not spicy.***
Oh. I like that. It's not spicy.
126. Ms. A: **No. I also really like seafood.**
No. I also really like sea food.
127. Mayumi: ***Yeah.***
Yeah.

128. Ms. A: **In England seafood is really, really expensive.**
In England, sea food really really expensive.
129. Mayumi: ***Japan too.***
Japan too.
130. Ms. A: **So I just eat as much as I can and get really fat.**
So I just _____ get really fat.
131. Mayumi: ***How many years are you in Thailand?***
How many years are you in Thailand?
132. Ms. A: **This is my second year.**
This is my second year.
133. Mayumi: ***I am one and half year. Oh. Thank you.***
I am one and half year.
134. Ms. A: **Do you like it here?**
Do you like here?
135. Mayumi: ***Yeah, but it's too hot.***
Yeah, but it's too hot.
136. Ms. A: **Yeah, it's much hotter than Japan, isn't it?**
Yeah, it's much hotter than Japan, isn't it?
137. Mayumi: ***Yeah. So I am afraid that we return to Japan, because here it is too hot and if I go back to Japan, and it's cold, and I may get sick.***
Yeah. So I am afraid that return to Japan because here is too hot and if I go back to Japan and it's cold and I may get sick.
138. Ms. A: **I didn't. I went to Russia when it was really cold. I think your body takes a long time to change. So if you go back to Japan I think you'll just used to really quickly.**
I didn't. I went to Russia when it was really cold. I think your body takes a long time to change. If you go back to Japan I think you just get used to really very quickly.
139. Mayumi: ***I think so. Thank you.***
I think so. Thank you.

Appendix D: Transcriptions by Ms. Gunn (bold) and Tero

Interview # 1

7 September, 1998

1. Tero: *How are you?*
How are you?
2. Dr. W: **I'm fine. Good.**
I'm fine. Good.
3. Tero: *Where you are from?*
Where you are from?
4. Dr. W: **The United States.**
The United States.
5. Tero: *OK. Why did you come to Thailand?*
Why you come to Thailand?
6. Dr. W: **I got a chance to start a new school.**
I got chance start new school.
7. Tero: *Why you are a teacher?*
Why you are a teacher?
8. Dr. W: **Because I enjoy working with kids.**
Because I enjoy work with kids.
9. Tero: *Do you like children - childrens?*
Do you like childers?
- 10 Dr. W: **no answer - pause**
- 11 Tero: *Do you like children? Like little kids?*
- 12 Dr. W: **I don't understand.**
I don't understand.
- 13 Tero: *OK. Do you like music?*
OK. Do you like music?
- 14 Dr. W: **I love music.**
I love music.
- 15 Tero: *Why?*
Why?
- 16 Dr. W: **Because it's soothing.**
Because it's ____ .
- 17 Tero: *OK. Why does high school goes first to lunch?*
Why high school go first to lunch?

- 18 Dr. W: **Oh, at lunch?**
Oh - at lunch?
- 19 Tero: ***Yeah.***
Yeah.
- 20 Dr. W: **They only go first the first semester. The second semester the middle school goes first.**
They only go first semester. The second semester middle school goes first.
- 21 Tero: ***Oh. OK. Do you know anything about Finland?***
Oh. OK. Do you know anything about Finland?
- 22 Dr. W: **Not a whole lot.**
Not _____ .
- 23 Tero: ***Have you been ever in Finland?***
Have you been ever in Finland?
- 24 Dr. W: **No.**
No.
- 25 Tero: ***Do you know Nokia?***
Do you know Nokia?
- 26 Dr. W: **Yes.**
Yes.
- 27 Tero: ***Yeah. It is a mobile.***
It is a mobile.
- 28 Dr. W: **Right.**
Right.
- 29 Tero: ***Thank you. See you next month.***
Thank you. See you next month.
- 30 Dr. W: **OK. Good job.**
Ok. Good job.
- 31 Tero: ***Yeah. Thank you.***
Yeah.

1. Tero: *How many seasons does America have?*
How meny seasons does America have?
2. Dr. W: **Four.**
Four.
3. Tero: *Oh. What are they?*
Oh. what are they?
4. Dr. W: **Spring. Summer. Fall and Winter.**
Spring. Summer. Fall and Winter.
5. Tero: *Do you, oh, never mind. What is your favourite season?*
Do you oh never mean - What is your favourite season?
6. Dr. W: **Here, or in, when I'm in America?**
Here or in America?
7. Tero: *In America.*
In America.
8. Dr. W: **In America? Fall.**
In America? Fall.
9. Tero: *Oh, why?*
Ah - why?
- 10 Dr. W: **The leaves change colour. It cools off from the summer so you get a chance to cool down. It's not quite as cold as winter yet. It's easy to be outdoors and do things.**
Trees changes colour. It cools down of the summer so you got chance to cool down. It not as cold as the winter. It easy to be open door and building.
- 11 Tero: *Ah. Do you the polan of America?*
Ah. Do you the polan of America?
- 12 Dr. W: (long pause) no answer.
- 13 Tero: *The polation of America?*
Polation of America?
- 14 Dr. W: **Not exactly. About seven billion people but ...**
Not exactly about seven billion poeple but ...
- 15 Tero: *OK. Just Finland have five million people.*
OK. Just Finland have five million poeple.
- 16 Dr. W: **Five?**
Five?

- 17 Tero: *Five million people in Finland.*
Five million poeple in Finland.
- 18 Dr. W: **Wow.**
Wow.
- 19 Tero: *It's lot. Ah, what kind of food do American eat?*
It's lot. What kind of food do American eat?
- 20 Dr. W: **Everything.** (laughs)
Everthink. .Heehee
- 21 Tero: *(laughs) Do you like it? Oh - Do you like them?*
Do like it? Do like them?
- 22 Dr. W: **Some of it.**
Some of they.
- 23 Tero: *Why?*
Why?
- 24 Dr. W: **Well American food is regional. A lot of what they eat in this part of the United States isn't the same that they eat here or they eat there.**
Well America food is orginal. A lot what they eat in this part of United States isn't the what they eat here or there.
- 25 Tero: *Yeah. It's same as like Finland.*
Yeah. It same as in like Finland.
- 26 Dr. W: **Right.**
Right.
- 27 Tero: *In the North they eat something like pork or something like that and on the middle of Finland they eat fish and like that.*
OK. What kind of sports do America people like?
In the North they eat something like pork or samethink like that and on the middle of Finland they eat fish and like that. What kind of sports do America poeple like?
- 28 Dr. W: **American people like all sports, but the big ones are basketball and baseball and football. Those three.**
America Poeple like all kind of sports but the big once are basketball and baseball and football.
- 29 Tero: *Do like them?*
Do you like them?
- 30 Dr. W: **Sure.**
Sure.

- 31 Tero: *Why?*
Why?
- 32 Dr. W: **Because they are fun sports to do.**
Because they are fun sports to do.
- 33 Tero: *I like them too. What kind of music do American people listen?*
I like them too. What kind of music do American poeple listen?
- 34 Dr. W: **All kinds.**
All kinds.
- 35 Tero: *Is it good?*
Is it good?
- 36 Dr. W: **Some of it.**
Same of them.
- 37 Tero: *Why?*
Why?
- 38 Dr. W: **Because some of it's very pleasing.**
Because some of them are very ____ .
- 39 Tero: *Ah. Where do you live in America?*
Oh. Where do you live in America?
- 40 Dr. W: **Up State New York, right near Canada.**
Up sta New York near Canada.
- 41 Tero: ***OK. Oh yeah there. How many people live there? Do you know?***
OK. Ah Yeah there. How meny poeple live there? Do know?
- 42 Dr. W: **In the little town I'm in? 4 000 people. That's all.**
In the little town I'm in? 4 000 poeple. That's all.
- 43 ***Yeah. Thank you. See you next month.***
Tero: *Yeah. Thank you. See next month.*
- 44 Dr. W: **OK!**
OK!

1. Tero: *Have you worked, oh I mean can I ask questions about your old school where you worked?*
Have you worked oh I mean can I ask questions about your old school where you worked?
2. Dr. W: **Sure.**
Sure.
3. Tero: **OK. Have you worked at other school or just in ISE?**
Ok. Have you worked at other school or just in ISE?
4. Dr. W: **Quite a few other schools.**
Quite a few other schools.
5. Tero: **OK. Where?**
OK. Where?
6. Dr. W: **OK. I worked in Smitttown, Long Island in New York State, Pinefield, New Jersey, Lakewood, New Jersey, Towanda, Pennsylvania, Erie, Pennsylvania, Trapdale, Oregon, Brazil, Nepal and here.**
OK. I worked in _____ in New York Stayed, _____, _____, _____, _____, Barizil, _____, and here.
7. Tero: **OK. Many. Oh. Was your old schools like ISE? Oh, all like ISE?**
OK. Many. Oh. Was your old schools like ISE? Oh all like ISE?
8. Dr. W: **The international schools?**
The international?
9. Tero: **Yeah.**
Yeah.
10. Dr. W: **Probably the most similar one was in Brazil.**
_____ the most similar one was in Brazil.
11. Tero: **Was it like same or what kind of school was your school?**
Was it like same or what kind of school was your school?
12. Dr. W: **It was what they call an Embassy school.**
It was what they called _____ school.
13. Tero: **Hmm**
Hmm
14. Dr. W: **Because it was in the capital city.**
Because it was in the capital city.

15. Tero: *Ah.*
Ah.
16. Dr. W: **And it was an international school using an American curriculum. We had kids from over 40 countries.**
And it was an international school using American _____. Kids from over 40 countries.
17. Tero: *Ah.*
Ah..
18. Dr. W: **All of their families came, most all of the families did not come from the industrial world like here.**
All of them families came - most of all of didn't came from the _____ world like here.
19. Tero: *Oh yeah.*
Ah - yeah.
20. Dr. W: **They came from embassies. They were diplomats whose governments posted them there. Like the France government had a French embassy so those kids had to go to an American or an International school. So that when, the government posting is usually about three years, so when the French Ambassador had to leave Brazil, and maybe go to China. he could take his child from one American school to another and the child would never lose his education.**
They came from _____. They were diplomats whose _____ most live there. Like the France _____ had France _____ so _____ kids had to go to American International school so that when the _____ is usually about three years - so when French leave Brazil and mabe go to China he could take his child from one American school to another and the child never lose his _____.
21. Tero: *Oh. Was that, was it bigger than ISE?*
Ah. Was that was it bigger than ISE?
22. Dr. W: **Yeah. Quite a bit bigger about 800 kids.**
Yeah. It was _____ bigger - about 800 kids.
23. Tero: *Was it different than ISE?*
Was it different than ISE?

24. Dr. W: **Ah, only in those two ways. That it was larger, so we had more sports, more programmes, more courses. And the students came from the diplomatic world not from industry.**
Ah ... only in those two ways. It was Larger so we had more sports, more _____, more _____, and the students came from the _____, not from _____.
25. Tero: **OK. What, what fi, fa, facilities your old school have? Facilities like basketball court and swimming pools, like that. You know where playground and...**
OK. What .. what fi fa facilities your old school have? Facilities like basketball cord and swimming pools - you know where playground and...
26. Dr. W: **OK. In Brazil we did not have a swimming pool.**
OK. In Brazil we did not have a swimming pool.
27. Tero: **Ah.**
Ah.
28. Dr. W: **We had a couple of tennis courts, and a big soccer field, a combination soccer and soft ball field. And then we had an elementary school playground that was just for the little kids. So that's pretty similar to here.**
We had a capol of tennis cords and big soccer _____ soft and soccer ball. We had elementary school playground what just for little kids. That's very simular to here.
29. Tero: **Yeah. Did there have any basketball courts?**
Yeah. Did there have any basketball cords?
30. Dr. W: **Oh yeah. Indoors and Outdoors.**
Oh yeah. _____
31. Tero: **OK. Thank you. See you next month!**
See you next month!
32. Dr. W: **OK**
OK.

1. Tero: **OK. This time I'm going to ask you about your holidays. Is it OK?**
OK. This time I'm gona ask questions about your holidays. Is it OK?
2. Dr. W: **Sure.**
Sure.
3. Tero: **What do you do usually do on Christmas vacation?**
What do you do usually do on Christmas vacation?
4. Dr. W: **Well I usually work most of it.**
Well I usually work on Christmas. Most of it.
5. Tero: **Why?**
Why?
6. Dr. W: **Because the work doesn't go away. Someone has to do it.**
Because the work doesn't go away. Someone has to do it.
7. Tero: **OK.**
OK.
8. Dr. W: **But this Christmas I'm taking a little time and I'm going back to the States to see our daughter who is in college.**
But this Christmas I'm taking a little caart and I'm going back to the United to see our daughter who is in _____. _____ who _____ last year.
9. Tero: **OK. uh - wait - OK - What does it look like? The place where you are going?**
Oh. What does it look like? The place where you are going?
- 10 Dr. W: **It 's Up State New York on the Canadian border. It is Mountains and snow.**
It is Up stayd New York on the _____. It is Mountains and snow.
- 11 Tero: **Ah. Do you believe in Santa Claus?**
Do you belive in Santa Claus?
- 12 Dr. W: **No.**
No.
- 13 Tero: **Why not?**
Why not?
- 14 Dr. W: **I guess I'm too old.**
I ges I'm too old.

- 15 Tero: *When did you stop believing in Santa Claus?*
When did you stop beling in Santa Claus?
- 16 Dr. W: **I have no idea. That's a long time back.**
I have no idea. That old long time back.
- 17 Tero: *Do you know where Santa Claus lives?*
Do you know where Santa Claus lives?
- 18 Dr. W: **In the North Pole.**
In North Pole.
- 19 Tero: *Ah. I think now we are finished because you said I have many questions here but when I asked this you said all these.*
Ah. I think now we are finished because you said I have many questions but when I asked this you said all these.
- 20 Dr. W: **Ah. OK. So I'm very helpful then, huh?**
Ah. OK. I'm very helpful.
- 21 Tero: *Yeah! OK. See you next month.*
Yeah! OK. See you next month.

1. Tero: *Hi Dr. W. How are you?*
Hi Dr. W. How are you?
2. Dr. W: **Good and you?**
Good and you?
3. Tero: *Yeah, I'm good too.*
Yeah, I'm good too.
4. Dr. W: **You look good.**
You look good.
5. Tero: *Thank you. How was your vacation?*
Thank you. How was your vacation?
6. Dr. W: **Very good.**
Very good.
7. Tero: *And mine was good too.*
And myne was good too.
8. Dr. W: **Where did you go?**
Where did you go?
9. Tero: *I went to Phi Phi Island near Phuket.*
I went to Phi Phi Island near Phuket.
- 10 Dr. W: **Really? Did you take the long boats out?**
Really? Did you take out long boats out?
- 11 Tero: *Yeah. We went like two hours boat. It was two hours boat trip.*
It was very beautiful.
Yeah. We went like two hours boat. It was two hours boat trip. It
was very beautilly.
- 12 Dr. W: **Did you deep sea dive or snorkel?**
Did you _____ dive or snorkel?
- 13 Tero: *Yeah I snorkelled. I hadn't try diving yet. Ah. Did you go to*
America?
Yeah I snorkelled. I hadn't try diving yet. Did you go to America?
- 14 Dr. W: **Yes, we did.**
Yes, we did.
- 15 Tero: *How was there?*
How was there?

- 16 Dr. W: **Well, we hoped to ski, but we only got one day of skiing in.
The snow wasn't very good.**
Well, we hope to ski there but we only got one day of skiing. The snow wasn't very good.
- 17 Tero: ***I think in Finland too. Did you see any your friends?***
I thing in Finland too. Did you see any your friends?
- 18 Dr. W: **We saw all our friends. And our daughter who is in college came and she spent some time with us.**
We saw our friends and our dauther who is in _____ and she was sometimes with us.
- 19 Tero: ***What did you do there?***
What did you do there?
- 20 Dr. W: **Well, mostly visited friends. We went to a hockey game, went to a figure skating show, went for a dog sled ride across the frozen lake and went skiing.**
Well, mostly wisiting friends. We went to a hokey game, _____ show, went for dog _____ ride across the _____ lake and sking.
- 21 Tero: ***How many days did you stay in America?***
How many days did you stay in America?
- 22 Dr. W: **I was there only 8 days, my family was there 3 weeks.**
I was there only 8 days, my family there 3 weeks.
- 23 Tero: ***Oh. Did you get any Christmas presents?***
Did you get any Christmas prents?
- 24 Dr. W: **Sure.**
Sure.
- 25 Tero: ***What were them?***
What were them?
- 26 Dr. W: **Ah, a gift certificate to a fondue dinner. _____ .**
- 27 Tero: ***OK. How was my interview project?***
How my interview project?
- 28 Dr. W: **Oh. Very good. In fact, you've improved every time.**
Very good. You _____ every time.
- 29 Tero: ***How did you feel about interview project?***
How did you feel about interview project?

- 30 Dr. W: **The first ones were awful short, but these are getting better now.**
The first ones _____ sure but these are getting better now.
- 31 Tero: ***Yeah, I know. OK, thank you and thank you for all interviews.***
Yeah, I know. OK, thank you for all the interviews.
- 32 Dr. W: **Is this all over now?**
Is this all over now?
- 33 Tero: ***Yeah.***
Yeah.
- 34 Dr. W: **But you can still talk to me.**
But you can still talk to me.
- 35 Tero: ***Yeah.***
Yeah.
- 36 Dr. W: **OK.**
OK.
- 37 Tero: ***Thank you!***
Thank you!

1. Tero: *Hi Mr. M. How was your trip to Malaysia?*
Hi Mr. M. How was your trip to Malaysia?
2. Mr. M: **It was very pleasant. I had a long trip. It was good.**
It was very plesent. I had long trip. It was good.
3. Tero: *What did you do there?*
What did you do there?
4. Mr. M: **I had to get a new visa .**
I had to get new ____ .
5. Tero: *What city did you stay?*
What city did you stay?
6. Mr. M: **Pardon?**
Praden?
7. Tero: *What city did you stay in?*
What city did you stay in?
8. Mr. M: **I stayed in a place called Kutakaru. It's just across the border from Thailand.**
I stay in a place called Kutakaru. It's in just across the ____ .
9. Tero: *Was there fun?*
Was there fun?
- 10 Mr. M: **Was it fun? It is not really a fun city.**
Was there fun? It was not very fun city.
- 11 Tero: *How was your Christmas vacation?*
How was your Christmas vacation?
- 12 Mr. M: **How was my...?**
- 13 Tero: *Christmas vacation.*
- 14 Mr. M: **Christmas vacation?**
- 15 Tero: *Yeah.*
- 16 Mr. M: **Oh. It was very nice. We went to Bali, in Indonesia.**
Oh. Very nice. We went to Bali.
- 17 Tero: *What did you do there?*
What did you do there?

- 18 Mr. M: **I did some, I went surfing a little bit. And my girlfriend went walking in the mountains because she likes the mountains and I like the sea. So sometimes we have to split up. But we also went together to some mountains as well.**
I went surfing a little bit and my girlfriend went walking mountains because she likes mountains and I like sea. So sometimes we have to _____ but we also went together to some mountains as well.
- 19 Tero: ***Did you get any Christmas presents?***
Did you get any Christmas present?
- 20 Mr. M: **Ah. I got a pair of underpants from my girlfriend's mother. That's about all. We don't give each other many Christmas presents, my girlfriend and I.**
_____ from my girlfriend's mom. We didn't give many Christmas presents to sator.
- 21 Tero: ***Have you worked at, in other, other, schools or just in ISE?***
Have you worked other schools or just in ISE?
- 22 Mr. M: **I worked in a school in Bangkok. It's called St. John's International School.**
I worked in Bangkok. It called Jessons International School.
- 23 Tero: ***Were them like ISE or what?***
Were them like ISE?
- 24 Mr. M: **Pause - no answer.**
- 25 Tero: ***Was that like ISE?***
- 26 Mr. M: **It was, ah, kind of different. Most of the pupils there, most of the kids there, were Thai. There were maybe about 5% Western people. Non-Asians.**
It was kind of different. Most of the people were Thai. There were maybe 5% Western people - Indonesians.
- 27 Tero: ***Ah. If you would work wherever you want, where would you like to work?***
If you would work where ever you want, where would you work?

- 28 Mr. M: **That's tricky. I think maybe in Portugal. Portugal seems like an interesting place. It seems like a nice country. Indonesia would be my second choice, maybe.**
 Maybe. Turkey I think maybe in Portugal. Portugal in interesting place. Seems like _____. It seems like nice country. Indonesia would be my second choice. Maybe.
- 29 Tero: ***Why would you choose Indonesia?***
Why would you choose Indonesia?
- 30 Mr. M: **Because it's good surf there. and it's beautiful.**
 Because it's _____ and beautiful.
- 31 Tero: ***Oh. I haven't ever been in Indonesia.***
I haven't ever been in Indonesia. Do you like Thailand?
- 32 Mr. M: **You should go.**
- 33 Tero: ***I would like. Do you like Thailand?***
- 34 Mr. M: **Yeah, I like Thailand.**
 Yeah, I like Thailand.
- 35 Tero: ***Why?***
Why?
- 36 Mr. M: **Well, I'll have to say the food. I love the food in Thailand. Very tasty food. Probably the best food in the world. Do you like Thai food?**
 _____. Probably the best food in the world. Do you like Thai food?
- 37 Tero: ***Sometimes.***
Sometime.
- 38 Mr. M: **Sometimes.**
 Sometime.
- 39 Tero: ***Yeah. Have you travelled in Thailand?***
Have you travel in Thailand?
- 40 Mr. M: **A little bit, yeah. We went to Chaing Mai and further South as well.**
 Little bit. We went to Chaing Mai and _____ as well.
- 41 Tero: ***I have just one little bit silly questions. I don't know where are you from.***
I have just one little bit silly question. I don't know where are you from.

- 42 Mr. M: **Where I'm from? I'm from Scotland.**
I'm from Scotland. _____, Scotland. You have been in Scotland?
- 43 Tero: **Oh.**
- 44 Mr. M: **Glasgow, in Scotland.**
- 45 Tero: **OK. What did you...**
- 46 Mr. M: **Have you heard about Scotland?**
- 47 Tero: **No.**
- 48 Mr. M: **Do you know anything about it?**
- 49 Tero: **No. Ah, what did you left your home country?**
No. Why did you left your home country?
- 50 Mr. M: **Because it's too cold. (laughs) I had been there, I had been living there for 30 years. And I thought it was time to live somewhere else.**
Because it's too cold. I have been living there 30 years. It's time to live somewhere else.
- 51 Tero: **OK. Did you like to live in Scotland?**
Did you like to live in Scotland?
- 52 Mr. M: **Up to a point, yeah. But I wanted to have a change. Some good things about Scotland. It's good to get away and try new places.**
Octoguiat. But I wanted to have change. Some good things about Scotland. It's good to get _____ try new places.
- 53 Tero: **Have you been in other countries or just in Thailand and Scotland?**
Have you been in other countries or just in Thailand and Scotland?
- 54 Mr. M: **When I was younger, I travelled all around Europe by train with my parents. When I was very young, we used to go to Spain on holiday. I spent a year in Australia. And eight months in Indonesia before coming to Thailand.**
I travelled around Europe _____, Australia. I spent one year in Australia. 8 months in Indonesia _____.
- 55 Tero: **OK. Thank you for the interview.**
Thank you for the interview.
- 56 Mr. M: **OK.**
Ok.

Appendix E: Su Nam - Ms. Gunn review

Review # 1

14 Sept. 1998

1. Ms. Gunn: OK. Su Nam. Are you ready?
2. Su Nam: *Yeah.*
3. Ms. Gunn: OK. Let's listen. But first, let's look at this one. You've got, "Hi was find".
4. Su Nam: *Yeah. I didn't ask this one. But he seemed fine.*
5. Ms. Gunn: (laughs) He probably was fine. But do we write "Hi was find"?
6. Su Nam: *No. He.*
7. Ms. Gunn: Yeah. And how about this one, "find" and "fine"?
8. Su Nam: Maybe because it sounds the same?
9. Ms. Gunn: Say the two words for me.
10. Su Nam: *"Find" and "Fine".*
11. Ms. Gunn: Hmm. So if I say them quickly, "find", "fine", do they sound the same to you?
12. Su Nam: *No, but you know spell is confusing.*
13. Ms. Gunn: OK. How about this, "hi and he".
14. Su Nam: *Same thing.*
15. Ms. Gunn: OK. (listen to tape) Now what did you say on the tape?
16. Su Nam: *Where do you come from?*
17. Ms. Gunn: That's right. But what did you write?
18. Su Nam: *Where are you come from?*
19. Ms. Gunn: So you said it correctly.
20. Su Nam: *Yeah.*
21. Ms. Gunn: But you wrote it incorrectly.
22. Su Nam: *Yeah.*
23. Ms. Gunn: Why do you think you did that?
24. Su Nam: *I didn't check.*
25. Ms. Gunn: Hmm. (listen to tape) OK. I want to comment on this. I think you did a really nice job there. You said "Is it a beautiful city?" then you realised he didn't say "city" he said "country" and you changed. Good job.

26. *Su Nam:* *Yeah. (listen to tape)*
27. *Ms. Gunn:* OK. Was this question an extra question that you added?
28. *Su Nam:* *Yeah. I see him at school with his baby so I ask.*
29. *Ms. Gunn:* Oh. So you didn't know if the baby was a boy or a girl?
30. *Su Nam:* *No.*
31. *Ms. Gunn:* Ah. It seems like he didn't quite know what you were asking here. I think your voice went a little low. Let's just listen again.
32. *Su Nam:* *Yeah. I don't know boy or girl so I say "son"...(listen to tape)*
33. *Ms. Gunn:* Were you surprised when he told you his son was three?
34. *Su Nam:* *Yeah because I see him with a baby.*
35. *Ms. Gunn:* OK. I understand now. Mr. R has two children, a boy and a girl. The baby is a girl, but I guess when you said "son" he thought you wanted to know about the boy.
36. *Su Nam:* *Oh. I thought he have just one baby.(listen to tape)*
37. *Ms. Gunn:* OK. Now, except for these few things where you were rushing this is pretty good.
38. *Su Nam:* *Yeah, but I couldn't understand this word. (pointing to "taught")*
39. *Ms. Gunn:* But you wrote it correctly.
40. *Su Nam:* *I guessed.*
41. *Ms. Gunn:* Well it was a good guess because that's what he said. Let's just look at this too. He said, "when they are noisy." And you said, "I like noisy too." In this case you need the word "noise".
42. *Su Nam:* *Like Mr. R. said.*
43. *Ms. Gunn:* Yes, that's right. I like how you said, "yeah" and how you tried to add a few little things. How did you feel?
44. *Su Nam:* *A little nervous.*
45. *Ms. Gunn:* As you went along you stopped sounding nervous to me.
46. *Su Nam:* *Yeah.*
47. *Ms. Gunn:* Anything else you'd like to tell me about this?
48. *Su Nam:* *No. I think it was OK.*
49. *Ms. Gunn:* I think it was OK too.

1. Ms. Gunn: Before we start, do you have any questions for me?
2. Su Nam: *No.*
3. Ms. Gunn: OK. Shall we go over it?
4. Su Nam: *Yeah.*
5. Ms. Gunn: How was this interview?
6. Su Nam: *It's fine.*
7. Ms. Gunn: Better than the first one?
8. Su Nam: *Yeah.*
9. Ms. Gunn: OK. (listen to the tape). "It four"?
10. Su Nam: *It's four.*
11. Ms. Gunn: Is that "It is four?" or "It has four?"
12. Su Nam: *It has four.*
13. Ms. Gunn: Good. What happened here? How many....?
14. Su Nam: *He asked, "How many what?"*
15. Ms. Gunn: So, what didn't he understand?
16. Su Nam: *The question.*
17. Ms. Gunn: The whole question?
18. Su Nam: *Yeah, I think so. And he doesn't understand what I want to know how many.*
19. Ms. Gunn: So it was the word "seasons" he didn't understand.
20. Su Nam: *Yeah, hard word to say. (listen to tape) I think the "leave" spell is wrong.*
21. Ms. Gunn: No, you just need an "s" – let's listen to what he says again for these words here. (listen to tape)
22. Su Nam: *Oh, it is.*
23. Ms. Gunn: Yes. And here, do leaves fall up?
24. Su Nam: *I don't understand that part.*
25. Ms. Gunn: OK. Let's listen again. (listen to tape)
26. Su Nam: *Oh – leaves falling down!*
27. Ms. Gunn: Yeah – leaves fall down but he actually said, "falling off" the trees, but you're right, when they fall off they fall down. (listen to the tape). Now here you're missing something. You said it, but you didn't write it.
28. Su Nam: *A famous sport. I know here he said "cricket" but I don't know how to spell.*

29. Ms. Gunn: OK. Try with me. How do think it's spelt?
30. *Su Nam:* *C - r - i - c - k - i - t .*
31. Ms. Gunn: Close, but it's actually, c - r - i - c - k - - E - t.
32. *Su Nam:* *Oh. (listen to tape)*
33. Ms. Gunn: Because it's ...
34. *Su Nam:* *A team sport?*
35. Ms. Gunn: Yeah. (listen to tape) Not, ski, but ...
36. *Su Nam:* *Skiing.*
37. Ms. Gunn: And snow boarding - it's spelt this way.
38. *Su Nam:* *Oh.*
39. Ms. Gunn: Do you know what it is?
40. *Su Nam:* *Yeah, like ski, but not.*
41. Ms. Gunn: Yes, like skiing but you have one board not two skis. Have you tried it?
42. *Su Nam:* *No. Do you?*
43. Ms. Gunn: Well. I tried once but I wasn't very good at it. I like skiing but snow boarding is a little hard for me.
44. *Su Nam:* *I think me too. (listen to tape)*
45. Ms. Gunn: Oh, this is a hard one. We'll have to ask Mr. R. how to spell her name! [Kiri Tekanawa] (listen to tape) Oh, here "Yes, I like"?
46. *Su Nam:* *Oh I forgot! "I like listen to her."*
47. Ms. Gunn: "Listening to her." (listen to tape) Now, here, what you've written is not what you said on the tape.
48. *Su Nam:* *Oh. Has.*
49. Ms. Gunn: Yes, you said it correctly. (listen to tape) Now, he's asking you a question, not telling you something. You've written "It doesn't get very cold" but what's he asking you?
50. *Su Nam:* *Does it?*
51. Ms. Gunn: Yes, can you finish it? Let's listen again. (listen to tape)
52. *Su Nam:* *"Does it get cold?"*
53. Ms. Gunn: Yes. (listen to tape) OK. Do you think Mr. R. has been skiing in Korea?
54. *Su Nam:* *No. He say no.*
55. Ms. Gunn: So, does, "I really like to go skiing in Korea." make sense? Let's listen again. You're missing one little thing here. (listen to tape)

56. *Su Nam:* *I will like to go?*
57. *Ms. Gunn:* No, not I will. He hasn't done it but wants to .
58. *Su Nam:* *Oh. I would. But I don't hear "would".*
59. *Ms. Gunn:* That's because he said, "I'd" and he said it really quickly.
60. *Su Nam:* *Oh.*
61. *Ms. Gunn:* Now, I think some of these little things were because you were going too fast.
62. *Su Nam:* *Yeah. That's me! (laughs)*
63. *Ms. Gunn:* (laughs) I know! So, I'd like you to review these things tonight and put your new vocabulary in your book. But let's just go back to this part about seasons. Why do you think he didn't understand?
64. *Su Nam:* *Because I spoke not clear.*
65. *Ms. Gunn:* Well, I think maybe practising more will help that. But I thought it was great that you didn't just say "Oh forget it, he doesn't understand" and go on. You said it once again slowly and clearly.
66. *Su Nam:* *But you understand first time.*
67. *Ms. Gunn:* Well, that's because I'm used to working with you and Mr. R. isn't. That's why it's good that you talk to other people, don't you think? You can really work on your pronunciation.
68. *Su Nam:* *Yeah.*
69. *Ms. Gunn:* OK. Any other comments?
70. *Su Nam:* *No.*
71. *Ms. Gunn:* Your assignment is on the board.

Interview # 3

10 November, 1998

1. Ms. Gunn: OK. Interview number three, how was it?
2. Su Nam: *It was good.*
3. Ms. Gunn: It was good?
4. Su Nam: *Yeah.*
5. Ms. Gunn: Do you have anything before we start that you found, anything that surprised you?
6. Su Nam: *Yeah. I have to say "This time let's talk about", but I say opposite, "Let's time this talk about."*
7. Ms. Gunn: Did Mr. R. notice that you did that?
8. Su Nam: *I don't know. I think he doesn't notice.*
9. Ms. Gunn: Did you notice it, or did you notice it on the tape?
10. Su Nam: *On the tape.*
11. Ms. Gunn: So when you said it, you weren't aware that you said it?
12. Su Nam: *Yeah.*
13. Ms. Gunn: OK. Anything else?
14. Su Nam: *Can I sharpen my pencil?*
15. Ms. Gunn: (laughs) Yes! Before we even listen to the tape, I just looked down and something jumps off the page at me. Can you see it?
16. Su Nam: *This?*
17. Ms. Gunn: No. It's in here.
18. Su Nam: *"I'm fine, thank you."*
19. Ms. Gunn: That's probably what he said.
20. Su Nam: *Yeah.*
21. Ms. Gunn: But what did you write? [He wrote "I am find."]
22. Su Nam: *"I am fine." - oh - yesterday I say, "OK I can fix that" and I forgot it.*
23. Ms. Gunn: So you know it's a mistake?
24. Su Nam: *Yeah.*
25. Ms. Gunn: Can you fix it now?
26. Su Nam: *Yeah.*
27. Ms. Gunn: Do.
28. Su Nam: *OK.*
29. Ms. Gunn: Do it above. So what did you write?
30. Su Nam: *Find.*
31. Ms. Gunn: Does that make any sense?

32. *Su Nam:* No.
33. *Ms. Gunn:* No. OK. Tonight I want you to think about why you put that. (listen to tape) OK. Now remember when we were studying, Tomorrow's World, we don't say, "He is retire". What do you need on the end here?
34. *Su Nam:* "d".
35. *Ms. Gunn:* That's right.
36. *Su Nam:* I write "d" there and then I think that the spell is wrong so I saw Tomorrow's World it was "retire" so I fixed it.
37. *Ms. Gunn:* Oh. So you can say "retire" if you use it as a verb, but here he said, "He is" so you need "retired".
38. *Su Nam:* Oh.
39. *Ms. Gunn:* So it's not a verb here, what is it?
40. *Su Nam:* It's adjective.
41. *Ms. Gunn:* Yes, that's right. It's telling about him. Well, it backfired. You went to Tomorrow's World, and it gave you the wrong answer! (listen to tape) OK. This is what you said, "Does your wife has baby?" but what should it be though?
42. *Su Nam:* Have?
43. *Ms. Gunn:* Umhmm. (listen to tape) It's hard to spell.
44. *Su Nam:* But I listen carefully then I don't get "a"
45. *Ms. Gunn:* Oh. Well let's listen again. Maybe he didn't say it. (listen to tape)
46. *Su Nam:* Oh. He say.
47. *Ms. Gunn:* Yes, but he said it very quickly. So it is there. (listen to tape) What's this?
48. *Su Nam:* I fix because I don't have to have that.
49. *Ms. Gunn:* That's really good. So you know you said it but it wasn't right. [He said and wrote, "And you're have son too right?" but corrected "you're" to "you".] (listen to tape) OK, now, because Mr. R and a lot of native speakers say the "ve" sound very fast, but you know in English we can't say "I got" in present tense.
50. *Su Nam:* Have?
51. *Ms. Gunn:* Yes. But you have to listen very carefully, and even if you don't hear it, that's something you should say, "I know it has to be 'have got'". Here you've got "have got".
52. *Su Nam:* Yeah. (listen to tape)

53. Ms. Gunn: OK. "I like to she"?
54. Su Nam: *She won't?*
55. Ms. Gunn: Listen again. (listen to tape)
56. Su Nam: *I like?*
57. Ms. Gunn: This is what you've got, "I like to she won't make tell you that." Listen again. It starts with "I don't". (listen to tape) What do you think? I don't ...
58. Su Nam: *Hmmm ... like*
59. Ms. Gunn: "I don't think"...
60. Su Nam: *"I don't think she"...*
61. Ms. Gunn: "I don't think she'd want me to tell you that."
62. Su Nam: *Oh. (listen to tape)*
63. Ms. Gunn: OK. You've got this right. On the tape you said it correctly, but here you've missed something.
64. Su Nam: *The.*
65. Ms. Gunn: Yes. (listen to tape) OK He said, "brother". How could you have avoided saying "he or she"?
66. Su Nam: *Hmm.*
67. Ms. Gunn: Mr. R. says, "her brother", then you said, "Where does he or she live?"
68. Su Nam: *I think I didn't listen carefully.*
69. Ms. Gunn: Hmm so if you didn't hear you could have said, "her ... ?". Or how Mr. R. does here when he doesn't understand. He repeats, "my wife?". He's listening to what you say and he repeats to make sure he understands. So you could have repeated.
70. Su Nam: *OK.*
71. Ms. Gunn: Because is this natural to say, "he or she" when you are talking about a brother?
72. Su Nam: *No.*
73. Ms. Gunn: OK. (listen to tape) Oh - "my parents still ski." Do you know what that means?
74. Su Nam: *Yeah. They ski.*
75. Ms. Gunn: OK. Now this is what you said on the tape, "Does anyone else like ski?" But remember we talked last time when you have "like, hate, love" you need the "ing" - like skiing.
76. Su Nam: *Yeah.*

77. Ms. Gunn: Now, this interview is a little short this time. Last time you were laughing a little bit, and giving extra information. What happened this time?
78. Su Nam: *I just asked questions.*
79. Ms. Gunn: Why did you do that, do you think?
80. Su Nam: *I want to finish this early.*
81. Ms. Gunn: Why do you think you need to finish early?
82. Su Nam: *I don't know.*
83. Ms. Gunn: You have two more to do. Are you going to do this for interview four and five?
84. Su Nam: *No.*
85. Ms. Gunn: Did you like this interview like you did the last ones?
86. Su Nam: *The last one was good.*
87. Ms. Gunn: The last one was really good. So what did you learn from this one? Not about Mr. R but about yourself as an interviewer?
88. Su Nam: *Take information and use information.*
89. Ms. Gunn: Remember I told you I was going to ask the interviewees how they felt about the interviews? I did that. And I also asked them what they think you need to do as an interviewee.
90. Su Nam: *Oh.*
91. Ms. Gunn: And one of Mr. R's suggestions was, and what he wants you to do, is he wants you to feel comfortable to not just ask your questions on the page.
92. Su Nam: *OK.*
93. Ms. Gunn: And if you ask a question he doesn't want to tell you the answer to he won't answer it. Just like he did in this one.
94. Su Nam: *OK.*
95. Ms. Gunn: He would like you to try and ask questions and talk to him about what he's saying, not just what's on the paper. OK?
96. Su Nam: *OK.*
97. Ms. Gunn: So maybe that's something in interview four that you can work on.
98. Su Nam: *Yeah.*
99. Ms. Gunn: Now, tonight in your journal you need to work on your "a, an, the" problem.
100. Su Nam: *I couldn't hear it.*
101. Ms. Gunn: You couldn't hear it, but you know it should be there.

102. *Su Nam:* *Yeah.*
103. Ms. Gunn: So maybe next time you can put a little question mark.
104. *Su Nam:* *Oh - OK.*
105. Ms. Gunn: Or say, "I think it should be there, but I didn't hear it." Just like with this one, "I got". Let me know that you know it should be there but you didn't hear it.
106. *Su Nam:* *OK.*
107. Ms. Gunn: Then we can listen together and say, "Oh he said it, but he said it quickly." or "Oh! He made a mistake! He didn't say it." And this one, I want you to work on the "ing". OK?
108. *Su Nam:* *OK.*
109. Ms. Gunn: Well, I think you can learn from this interview and in interview four you'll be talking and talking.
110. *Su Nam:* *Yeah.*

1. Ms. Gunn: OK. Su Nam, Let's start with your journal entry. (Reading from journal) "The good things are I asked follow-up questions and I felt very comfortable but bad things are when I was doing interview Mr. M. came with his students so I couldn't hear my voice clearly. I test first!" OK. In future if someone comes in, how can you solve that problem. Because you're right, it's very hard to hear this time.
2. Su Nam: *When Mr. M. came in, Mr. R. asked him to be quiet but the students were going "wee, wee" something like that.*
3. Ms. Gunn: Hmm. Maybe you could ask to do the interviews in the office instead of the classroom.
4. Su Nam: *Yeah.*
5. Ms. Gunn: The interview itself went very well. And look at this! Thank you very much for putting the questions with the answers. I like your new system. One is you and two is Mr. R Is this a time saving thing for you?
6. Su Nam: *Yeah (laughs).*
7. Ms. Gunn: Let's listen. (listen to tape) Let's just stop here. I have ...
8. Su Nam: *Many, many holidays.*
9. Ms. Gunn: Yes, but there is one more word.
10. Su Nam: *Have?*
11. Ms. Gunn: Do you think he said, "I have have?"
12. Su Nam: *No. Hm. "I have had?"*
13. Ms. Gunn: Good. He said it very quickly, "I've had". And here, "to try think about the good one is great."
14. Su Nam: *He said that I think.*
15. Ms. Gunn: Well, let's just listen again. (listen to tape) OK. You're right he did say, "the good one" but then he said "is very hard." So, "to try and think of the good one is very hard."
16. Su Nam: *Oh. Should he say, "a good one" here?*
17. Ms. Gunn: Well, I think he meant the best one, because if he said, "a good one" that would mean that he didn't have many good ones, wouldn't it?
18. Su Nam: *Yeah.*
19. Ms. Gunn: But up here he said that he has had many many good holidays.

20. *Su Nam:* *Yeah, so I was confuse.*
21. *Ms. Gunn:* Were you confused in the interview?
22. *Su Nam:* *No.*
23. *Ms. Gunn:* OK. Well, I think this is a really good example of how even native speakers of English can make mistakes especially when speaking. But you understood what he meant at the time.
24. *Su Nam:* *Yeah.*
25. *Ms. Gunn:* So making mistakes is not the end of the world, is it?
26. *Su Nam:* *No. You do too.*
27. *Ms. Gunn:* I know – especially when I’m writing on the board! (laughs)
28. *Su Nam:* *Yeah. (laughs). (listen to tape)*
29. *Ms. Gunn:* OK. "I have a wonderful holiday in Turkey one year."?
30. *Su Nam:* *Had.*
31. *Ms. Gunn:* Yes. Now I just want to ask you another question about this. "I had a wonderful holiday in Turkey one year." How long do think his holiday was?
32. *Su Nam:* *I think he said one summer, so two months.*
33. *Ms. Gunn:* Yes, good, but the way you have it here, "one year" by itself made me think at first you thought his holiday was for one full year.
34. *Su Nam:* *No. I don't think that.*
35. *Ms. Gunn:* Good. And here, the holiday is finished so everything needs to be in past tense. (listen to tape) OK. He said, "car".
36. *Su Nam:* *I thought he said, "cow".*
37. *Ms. Gunn:* It was by car. I think you thought it had a special name. But it was just a holiday in the car, instead of by train, or bus.
38. *Su Nam:* *Oh. (listen to tape)*
39. *Ms. Gunn:* OK. "I'm going home to New Zealand." (listen to tape)
40. *Su Nam:* *I didn't heard that.*
41. *Ms. Gunn:* Now, I know it was hard because of all the background noise, but that's actually good practice because sometimes when you're out on the street or when you're in the playground, there's lots of noise. But what he actually said was, "It wasn't much fun."
42. *Su Nam:* *Oh. (listen to tape)*
43. *Ms. Gunn:* OK. I wondered about this, "after schools", but what he said was, "I like to do outdoor sports."

44. *Su Nam:* *Oh. Not "after school"?*
45. *Ms. Gunn:* Well, maybe he likes to do outdoor sports after school!
46. *Su Nam:* *Yeah. (listen to tape. I think when you go skiing.*
47. *Ms. Gunn:* You're right. And also, "favourite", not "favour". (listen to tape) Ah, earn. We have to make or earn money.
48. *Su Nam:* *Like pay?*
49. *Ms. Gunn:* Yes, pay that you get for working. (listen to tape) OK. Here he's talking about the past again.
50. *Su Nam:* *Had.*
51. *Ms. Gunn:* Yes. (listen to tape) OK. One thing I want to point out about your transcription. Listen to what I'm saying, are these questions or statements? "You like Korea?" "In Thailand?"
52. *Su Nam:* *Questions.*
53. *Ms. Gunn:* Yes, but here in your book you don't have questions marks.
54. *Su Nam:* *I know.*
55. *Ms. Gunn:* So when I read this I don't know if Mr. R. is asking a question as in "Do you like Korea?" or if he's telling me in statement form that you like Korea.
56. *Su Nam:* *OK.*
57. *Ms. Gunn:* But you know, looking through this it doesn't look like you were rushing quite as much as normal.
58. *Su Nam:* *Yeah.*
59. *Ms. Gunn:* So that's good. Do you have any other questions?
60. *Su Nam:* *No.*
61. *Ms. Gunn:* Tonight I want you to compliment yourself on the good things, but I also want you to review these past tense errors.
62. *Su Nam:* *OK.*
63. *Ms. Gunn:* Good job.

1. Ms. Gunn: Su Nam, can I start with your last journal entry.
2. Su Nam: *Yeah.*
3. Ms. Gunn: OK. So "interview number five was easy but I think I just asked him questions and it was very short. I've done better thing is I feel very comfortable." So you feel better, but you think some of the questions were too short?
4. Su Nam: *I think so.*
5. Ms. Gunn: Did you ask follow-up questions?
6. Su Nam: *Yeah. I try.*
7. Ms. Gunn: OK. Well let's listen. (listen to tape)
8. Su Nam: *Oh I write here small "n" but I know should be big "N".*
9. Ms. Gunn: That's right. Because it's the name of a country. (listen to tape) Oh, I see. He didn't really understand this question.
10. Su Nam: *I know.*
11. Ms. Gunn: What did you want to ask him here?
12. Su Nam: *So, when he lived in New Zealand maybe things were better than or different than now.*
13. Ms. Gunn: Oh. I see. So maybe you could have asked if things have changed in New Zealand. I think he thought you were asking about the trip.
14. Su Nam: *Yeah, I think so. (listen to tape)*
15. Ms. Gunn: OK. Did he say "I was stay"?
16. Su Nam: *"I was staying."*
17. Ms. Gunn: Right, that's one way to correct this, but what he said was "I stayed".
18. Su Nam: *I was confused. I didn't know if he said, "I was staying" or "I stayed."*
19. Ms. Gunn: So you wrote "I was stay."
20. Su Nam: *Yeah, I forget to put "ing". (listen to tape)*
21. Ms. Gunn: This is right – "Mount Cook."
22. Su Nam: *Oh. "Mount" is what?*
23. Ms. Gunn: It's short for mountain. (listen to tape)
24. Su Nam: *I don't think he understood this question.*
25. Ms. Gunn: Well, maybe not at first but you cleared it up. Sometimes when people repeat questions it's just to make sure. You said,

"How was my interview – all interview?" Without the "s" he didn't know if you wanted just this interview or all of them.

26. Su Nam: *Yeah. (listen to tape)*
27. Ms. Gunn: OK. I think there were only a few misunderstandings here.
28. Su Nam: *This one was my mistake (pointing to his question about the interviews).*
29. Ms. Gunn: But that's OK. You cleared it up.
30. Su Nam: *Yeah.*
31. Ms. Gunn: I want to ask you about this a little bit more. You said sometimes you like interviewing and sometimes you don't.
32. Su Nam: *Yeah.*
33. Ms. Gunn: What do you like about it?
34. Su Nam: *I like when I feel comfortable and I don't like it when I feel nervous.*
35. Ms. Gunn: So this sometimes makes you feel nervous?
36. Su Nam: *Yeah.*
37. Ms. Gunn: You never seem nervous to me. I find that interesting. Anything else you want to tell me about? Anything else you like or don't like?
38. Su Nam: *No.*
39. Ms. Gunn: I like what you did here, where it looks like you corrected yourself. You were writing in a hurry and then you went back and fixed it from the tape. That's good.
40. Su Nam: *I'm always in a hurry.*
41. Ms. Gunn: I know! But you slowed down a little bit to correct this one!
42. Su Nam: *Yeah.*
43. Ms. Gunn: Good job. Your journal entry is on the board.

1. Ms. Gunn: Su Nam, I want to start with your last journal entry.
2. *Su Nam:* *Yeah.*
3. Ms. Gunn: Can you read it to me.
4. *Su Nam:* *(Reading from journal) "My interview was with Dr. G and it was good and agree about it because I felt very comfortable except first time. Because he is very funny and kind and I know him well and I was so happy about Dr. G gave a high scores."*
5. Ms. Gunn: OK. It's more than just high scores. He was saying that he was happy and comfortable with you too. So he was really happy. He also talked about how prepared you were. So you were prepared and comfortable as well. I thought that was good. Let's just read this last one. (Reading from journal) "It was my best interview because it was the longest interview and I asked many extra questions but I need to say the questions clearly." So, were there times when he misunderstood you?
6. *Su Nam:* *No, just one time. A couple time, but not many.*
7. Ms. Gunn: You're right, this is a long one. Just a few misunderstandings for such a long interview is pretty good.
8. *Su Nam:* *Yeah, I know.*
9. Ms. Gunn: Do you want to tell me anything else before we start?
10. *Su Nam:* *No.*
11. Ms. Gunn: OK. (listen to tape) He said "botchi ball". Do you know what botchi ball is?
12. *Su Nam:* *No.*
13. Ms. Gunn: I've never played it but I've seen Dr. G play it on the golf course. They make a big circle and they have silver balls...
14. *Su Nam:* *Oh – I know!*
15. Ms. Gunn: You know what it is?
16. *Su Nam:* *Yeah. I've played it.*
17. Ms. Gunn: OK. (listen to tape) Let's just stop here for a second. These corrections here – is this where you did your extra check and caught these ones?
18. *Su Nam:* *Yeah.*
19. Ms. Gunn: This is really good. That was a really good idea to go and

listen one more time.

20. *Su Nam:* *Yeah. (listen to tape)*
21. *Ms. Gunn:* "Refinery." Do you know what that is?
22. *Su Nam:* *Well, I don't think so.*
23. *Ms. Gunn:* An oil refinery is like an oil factory. Your Dad works in a factory where they put washing machines together right?
24. *Su Nam:* *Yeah*
25. *Ms. Gunn:* Well, they don't put the oil together like washing machines but they "refine" it. They change the oil into something we can use so they call it an "oil refinery", not an oil factory. Good guess though. (listen to tape)) OK. To ...
26. *Su Nam:* *"Avoid".*
27. *Ms. Gunn:* Yeah, to avoid them. You know what that means.
28. *Su Nam:* *Yeah, but first time, I think "avaid", "avoid", same thing. I forgot the spell.*
29. *Ms. Gunn:* But you know what it means.
30. *Su Nam:* *Yeah. To stay away, something like that.*
31. *Ms. Gunn:* Yeah. (listen to tape) OK here he said, "rabies".
32. *Su Nam:* *I know. It's a bad thing. If a dog bites you - go crazy.*
33. *Ms. Gunn:* Umhm. (listen to tape) That's a good try. Do you know what "frustrated" means.
34. *Su Nam:* *Yeah. Like angry.*
35. *Ms. Gunn:* Remember it was one of the words we learned last week. And I told you how I get frustrated when my students don't do their homework.
36. *Su Nam:* *Yeah. You don't know what to do.*
37. *Ms. Gunn:* Right. (listen to tape)
38. *Su Nam:* *That's wrong. It was only one interview but I said "all interview".*
39. *Ms. Gunn:* OK. But that's OK. I think Dr. G made a very good point here when he said that you are a very friendly interviewer. If you listen to the tone of your voice you sound happy. I wish I had a video because I can almost see you smiling.
40. *Su Nam:* *Yeah.*
41. *Ms. Gunn:* That's how it sounds to me on the tape. The whole time you sounded like you were very interested. Very few mistakes. Just a few spelling mistakes and a few "eds" left off. And

hardly any new words this time. I wonder why that is?

42. *Su Nam:* *Two new words here, but I couldn't ask what they mean because I was thinking about the extra questions. And I know you tell me.*

43. *Ms. Gunn:* Good. Overall you did a very good job. You've been doing a good job for a while now of course, but when I think back to the very first one with Mr. R, before you had much practice, you were a bit nervous...

44. *Su Nam:* *Yeah. But not anymore.*

45. *Ms. Gunn:* Good job. You can do your journal entry now. We have time. Any comments?

46. *Su Nam:* *No. I am happy.*

47. *Ms. Gunn:* Good. I'm glad you're happy. I'm happy too.

48. *Su Nam:* *I know!*

Appendix F: Jean – Ms. Gunn review

Review #1

17 September, 1998

1. Ms. Gunn: Do you want to tell me anything about his before we start?
2. Jean: *(No answer)*
3. Ms. Gunn: How do you feel about it?
4. Jean: *(Long pause) I don't know. It's - I don't know how to say it.*
5. Ms. Gunn: You don't know how to say it?
6. Jean: *No.*
7. Ms. Gunn: Were you nervous?
8. Jean: *Yeah. Because it's my first interview.*
9. Ms. Gunn: OK. Well, let's listen to it. (listen to the tape) Now, it looks here like you've put some of the information, but I want you to write everything.
10. Jean: *OK.*
11. Ms. Gunn: (listen to the tape) Now, did you hear this word, this time?
12. Jean: *"Clar?"*
13. Ms. Gunn: "The clarinet."
14. Jean: *Oh.*
15. Ms. Gunn: (listen to the tape) This is a good guess. (reading) "I like the clarinet and the classical guitar, because I like both of them". That's a good guess and it makes sense, but what she said was, "Because I *play* both of them." But this is a really good guess. (listen to the tape) OK. (reading) "It's got lots of different"
16. Jean: *"Difference."*
17. Ms. Gunn: No, not "difference", "different" - with a "t" on the end. "Lots of different things." (listen to the tape) OK. This part (reading) "Yes, I got a dog." Can we say "I got" in present tense?
18. Jean: *No. "I've got."*
19. Ms. Gunn: Yes, it has to be. Even though she says it quickly. (listen to the tape) Now later she tells you that "he's a she" (laughs) so I actually I don't think she said, "him" but "it" because later she says "she".
20. Jean: *Yeah.*

21. Ms. Gunn: (listen to the tape) Now, I just wanted to say that because it does sound like she said, "him" here, this is a good question, "What's his name?" but then she said, "It's a girl". So this was an extra question, wasn't it?
22. Jean: *Yeah.*
23. Ms. Gunn: So that was good. You were listening. (listen to the tape) OK. We "travelled by train across Italy." Do you know what that means? To go across something?
24. Jean: *South to north.*
25. Ms. Gunn: Yeah. South to north or east to west. Good. (listen to the tape) Here's this word again, from "diff" (waiting for Jean to answer.)
26. Jean: *"Difference."*
27. Ms. Gunn: Not "difference."
28. Jean: *"Different."*
29. Ms. Gunn: "Different." Good. We need to look at this. There's a *difference* between these two words, "difference" and "different." I want you to look that up for me later.
30. Jean: *OK.*
31. Ms. Gunn: (listen to the tape) OK, you've got, "and that well", but what she actually said was, "and then, as well". "As well" means? (waiting for Jean to answer)
32. Jean: *Also?*
33. Ms. Gunn: Good girl. Also. (listen to the tape) OK. (reading) "This is the first year I been in Thailand."
34. Jean: *"I've."*
35. Ms. Gunn: Good. "I've." (listen to the tape) And?
36. Jean: *"I've."*
37. Ms. Gunn: Good. (listen to the tape) OK. Now, this was a good job. I think we have an area that we could have expanded on a little more. You asked an extra question here, about the dog. But here, "What country do you like best?" She gave you a very long answer. And then what did you do?
38. Jean: *(No answer)*
39. Ms. Gunn: What was your next question?
40. Jean: *"Do you like to teach students?"*

41. Ms. Gunn: So you said, "What country do you like best?" And she said, "Blah, blah, blah," and then you said, "Do you like to teach students?"
42. Jean: *Yeah. (small laugh)*
43. Ms. Gunn: But for your first one, I still think this was a good job. I think you tried and showed me that you were listening. One thing though, is you need to speak up. Any questions for me?
44. Jean: *No.*
45. Ms. Gunn: OK. Good job.

1. Ms. Gunn: First Jean, how was this interview?
2. Jean: *It was short.*
3. Ms. Gunn: It was short? Why do you think it was shorter than last time?
4. Jean: *Because... (long pause)*
5. Ms. Gunn: You don't know?
6. Jean: *No.*
7. Ms. Gunn: OK. Well let's listen. (listen to tape) She said there are four seasons in ...
8. Jean: *England.*
9. Ms. Gunn: Yes, but you left a blank.
10. Jean: *I didn't hear first time.*
11. Ms. Gunn: Oh. OK. (listen to tape) OK. "It's far too cold in England." What do you think that means?
12. Jean: *Too cold.*
13. Ms. Gunn: Yeah, really cold. (listen to tape) Did she say "I got no brothers and sisters"? Let's listen again. (listen to tape)
14. Jean: *"Have."*
15. Ms. Gunn: Yes, she said, "I've got no brothers and sisters." (listen to tape) Let's get a map and I'll show you where this is. It's Devon.
16. Jean: *Oh.*
17. Ms. Gunn: Here it is. OK? (listen to tape) OK. Let's just go back a little bit. You've got "in a lot of countryside" But what she said was, "there's a lovely countryside". Do you know what that means?
18. Jean: *There's country.*
19. Ms. Gunn: Are there lots of houses there?
20. Jean: *No.*
21. Ms. Gunn: So there are lots of open spaces. Did she say "go for a long walks"?
22. Jean: *No. "Long walks".*
23. Ms. Gunn: And also, "you can very ...", what we just talked about yesterday.
24. Jean: *"Easily."*
25. Ms. Gunn: "Easily." Good girl. (listen to tape) So you said, "French", but she used "France". What should it be?

26. *Jean:* "France."
27. *Ms. Gunn:* Good. I want you to make note of this in your journal tonight. And here, at the moment. What does that mean? What's another way of saying, "at the moment"?
28. *Jean:* Now.
29. *Ms. Gunn:* Good. OK. "A little bit, not a lot..." This is something we also just talked about yesterday. When we were talking about writing and joining sentences. We had a list on the board.
30. *Jean:* Hmm.
31. *Ms. Gunn:* "Though."
32. *Jean:* Oh. (*listen to tape*)
33. *Ms. Gunn:* OK. Now it's not "I not got" but "I've not got". Remember we need to use "have" with got. You've got "so many about five or six people" but she actually said, "so maybe about five or six people".
34. *Jean:* Oh.
35. *Ms. Gunn:* OK. You asked all your questions, which was good. But remember in the first interview what did we talk about?
36. *Jean:* Check answers.
37. *Ms. Gunn:* Yes, checking answers, but also adding or asking for extra information. For example here, she said, "I like Devon." And you said, "Why?" but did you know what she had said?
38. *Jean:* Hm.
39. *Ms. Gunn:* You didn't know where Devon was, right? So, what could you have said here?
40. *Jean:* Where is Devon?
41. *Ms. Gunn:* Good. Where is Devon? Yes, I think you could have got much more information here.
42. *Jean:* Yeah.
43. *Ms. Gunn:* What I'd like you to is to really think about for your next interview ways that you can add to the interview. OK?
44. *Jean:* OK.
45. *Ms. Gunn:* Do you have any questions for me.
46. *Jean:* No.
47. *Ms. Gunn:* OK.

1. Ms. Gunn: Jean, before we go over this, can you tell me about it? Was it a good one?
2. Jean: *Kind of.*
3. Ms. Gunn: Let's look at your journal entry for this one. You said you forgot the date, but that you weren't nervous. That's good. So did you feel more comfortable with Mrs. L this time?
4. Jean: *Yeah.*
5. Ms. Gunn: OK. Well let's listen. (listen to tape) OK. "Two ..."
6. Jean: *"Types."*
7. Ms. Gunn: Good girl. Do you know how to spell it?
8. Jean: *No.*
9. Ms. Gunn: Well, you've got the "s" and the first bit is t – y – p – e . (listen to tape) The name of this book is "My family and Other Animals". Do you know this book?
10. Jean: *No.*
11. Ms. Gunn: And these writers are very famous writers. When you get to High School you will probably study them. Charlotte Bronte and Jane Austen.
12. Jean: *I don't know.*
13. Ms. Gunn: Actually I think we have one of Jane Austen's books in our reading series. I'll look for you later.
14. Jean: *OK. (listen to tape)*
15. Ms. Gunn: She went to school in Yorkshire. You can look that up on the map. Now let's just look at this. What's wrong with this, "Which school do you went when you are a girl?"
16. Jean: *"Did."*
17. Ms. Gunn: Yes, that's right. "Which school did you go ..."
18. Jean: *"To."*
19. Ms. Gunn: Yes. "Which school did you go to when you ..."
20. Jean: *"Were."*
21. Ms. Gunn: Yes. "Which school did you go to when you were a girl." (listen to tape) OK. "When I was a little girl the schools" and this is good you've got "were", but she actually said, "weren't." "Not it about." Listen again. (listen to tape)
22. Jean: *"It's about?"*

23. Ms. Gunn: No, she said it quickly, but she said "it **had** about." (listen to tape) OK. Let's talk about this question. What did she tell you here?
24. Jean: *Hm. Her school and students.*
25. Ms. Gunn: Yes, so why did you ask this question?
26. Jean: *I don't know.*
27. Ms. Gunn: Do you think you should have asked this question?
28. Jean: *I don't know.*
29. Ms. Gunn: Well, so far the interview has been very good but since she had already told you the answer maybe you shouldn't have asked this one.
30. Jean: *OK.*
31. Ms. Gunn: Not to worry. (listen to tape) "College." A college is like a university – where you go after high school. (listen to tape) "Always wanting." (listen to tape) "And the best time if you are looking to go for a holiday." (listen to tape) Well, this was a really nice ending – trying to make a joke. That was good. Now, there are a few things I want you to work on tonight. Now, you've been really good at checking and working on your grammar mistakes, but tonight I want you to work on your spelling mistakes and the new words. Wherever I've put a little tick – like that one – you know that's a spelling mistake. Now some I corrected for you but not all. And I really want you to think about this interview. I think it was good, and what I really like was here when you knew she didn't understand you repeated yourself. What made you repeat this? Can you remember? You did it twice. She didn't have to ask for help you did it for her.
32. Jean: *Maybe I look at her face.*
33. Ms. Gunn: You looked at her face and you thought she didn't understand?
34. Jean: *Yeah.*
35. Ms. Gunn: Well that's really good. That's being a really good interviewer. And this is just what you said in your journal. You didn't sound nervous. You sounded really good. How do you feel?
36. Jean: *Good.*
37. Ms. Gunn: Good, me too. OK. You can start your other work now.
38. Jean: *OK.*

1. Ms. Gunn: Let's start with your journal entry first. So you said, "I think I added some questions. And sometimes you'll hear space between Mrs. L's and answers and my questions." What does that mean?
2. Jean: *I'm thinking about the extra questions.*
3. Ms. Gunn: So you were listening and then thinking of a different question?
4. Jean: *Yeah.*
5. Ms. Gunn: OK. So that's a good thing. So you weren't just reading the questions in your book?
6. Jean: *No.*
7. Ms. Gunn: OK. So let's look at this. First, did you have any problems with this? You've told me the good things but were there any problems?
8. Jean: *Sometimes I couldn't hear the names.*
9. Ms. Gunn: Sometimes you couldn't hear the names? OK. Well, let's listen. (listen to tape) OK (laughs) not the "bottle" of France - the "bottom". You know what the bottom is bottom and top?
10. Jean: *Yeah.*
11. Ms. Gunn: What about this one?
12. Jean: *"Bottom?"*
13. Ms. Gunn: No, not this time. This time she said "border." Do you know what "the border of Spain" means?
14. Jean: *No.*
15. Ms. Gunn: A border is where two countries, or two things meet. (Using her hands to demonstrate) This is Canada and this is America. Where my fingers touch is the border, where they meet. What countries are on Thailand's borders?
16. Jean: *I don't know.*
17. Ms. Gunn: You don't know what a border is or you don't know the countries?
18. Jean: *I don't know country name in English.*
19. Ms. Gunn: OK. You can look it up later. Now, there's a little problem here. Did she understand your question?

20. *Jean:* *No.*
21. *Ms. Gunn:* OK. So what did she misunderstand?
22. *Jean:* *She said all her holiday.*
23. *Ms. Gunn:* Yeah. So do you think she heard this word "short"?
24. *Jean:* *No.*
25. *Ms. Gunn:* Probably not. (listen to the tape). OK. We can get the map out and look at these places, Saudi Arabia, Oman, The Emirates. Do you know where these places are?
26. *Jean:* *No.*
27. *Ms. Gunn:* Let's get the map. (Tape off while doing map work) OK. Let's listen again. (listen to the tape) Ah, this is a good guess, "and also been to different countries in Europe." but what she said was, "I've been to all sorts of different countries in Europe". That was a good guess though. Good thinking, but she actually said, "all sorts" (listen to the tape) Is this one of your thinking spaces?
28. *Jean:* *Yeah.*
29. *Ms. Gunn:* (listen to the tape) OK. You heard the "re" sound, that's good. The word is "restricted". Do you know what that means, "restricted"?
30. *Jean:* *You don't stay out?*
31. *Ms. Gunn:* Well, if you are restricted, you can only go in this little area here (using hands to demonstrate). But if you are not restricted, you are free, you can here, there, wherever you want.
32. *Jean:* *Oh.*
33. *Ms. Gunn:* (listen to the tape) Not, "so I came there", but "I camped there". Do you know what "camp" means?
34. *Jean:* *No.*
35. *Ms. Gunn:* You have a tent, and you sleep outside in a tent.
36. *Jean:* *Oh.*
37. *Ms. Gunn:* (listen to the tape) Oh OK. I'll put this word up here. "Future Scope". She says it's a big cinema place. It's a place where you can watch movies. (listen to the tape) OK. This place is called, "Venise Verde". (listen to the tape) These are French place names and I don't know them, so I'll ask Mrs. L later.
38. *Jean:* *OK.*

39. Ms. Gunn: (listen to the tape) OK. She said, "I know it's definitely got very nice seafood." (listen to the tape) which is the "speciality". Do you know what that means?
40. Jean: No.
41. Ms. Gunn: Something you do really well.
42. Jean: Oh.
43. Ms. Gunn: (listen to the tape) OK. I think again she misunderstood. [Jean asked, "Where did you go last last summer?"] Because she's talking about last year, but you meant two years ago, right?
44. Jean: Yeah.
45. Ms. Gunn: So I think this second, "last" isn't really clear. I think you need "two years ago" or something like that. This is the same information as before. (listen to the tape) OK. We've studied this word before, "celebration". (listen to the tape)
46. Jean: Oh.
47. Ms. Gunn: (listen to the tape) OK. I see what you mean now when you were talking about the spaces, when you were thinking about some questions. That was really good. I think you really showed me you were listening to Mrs. L this time. The problem was she didn't always hear you. So maybe next month you can work on speaking really clearly so she can hear you and things like, "last last", or "short holiday". But I think this is really good. How do you feel about this one?
48. Jean: Better.
49. Ms. Gunn: Better than the last one?
50. Jean: Yeah.
51. Ms. Gunn: Well I think I see you trying much much harder in this one. OK. So tonight or this weekend some time can you do your journal entry?
52. Jean: Yeah.
53. Ms. Gunn: OK. Thank you.

1. Ms. Gunn: Jean, let's start with your last journal entry. OK. You said, "I forgot to say the date. This is the fifth time so I don't think I have any questions." OK. What I was asking you to think about is what did you do well. So you've said what you could have done better, but what did you do well?
2. Jean: *I asked all the questions.*
3. Ms. Gunn: OK. Well, let's listen and see. (listen to tape) "I was", not "I am", "I was supposed to go to" (listen to tape) "and I never got there because my car broke down." (listen to tape) "So ended up", not "stay in here", but "staying here."
4. Jean: *Oh. (listen to tape)*
5. Ms. Gunn: When you come back from a vacation you are happy and ...
6. Jean: *Relaxed.*
7. Ms. Gunn: Good, relaxed. (listen to tape) OK. "Set of clubs", not "a sat of clubs". And what instrument does she play?
8. Jean: *The clarinet.*
9. Ms. Gunn: Right. (listen to tape) "Since I was a ..."
10. Jean: *"Teenager."*
11. Ms. Gunn: Right. (listen to tape) OK. This was good. When she didn't understand the word "drink" you went back and repeated it so she understood your question. But Jean, I'm wondering why you went from question to question to question like you did back in the first interview.
12. Jean: *I don't know.*
13. Ms. Gunn: Your last interview had a theme – it was about Christmas. Do you think this one had a theme?
14. Jean: *(long pause) I don't know.*
15. Ms. Gunn: What was the idea?
16. Jean: *To ask about vacation.*
17. Ms. Gunn: Yes, you asked about her vacation, but these two questions at the end, are they about her vacation?
18. Jean: *No.*
19. Ms. Gunn: They are not bad questions, there is nothing wrong with them, I'm just wondering why you asked them?
20. Jean: *I don't know.*

21. Ms. Gunn: OK. Maybe you can think about it tonight and write in your journal.
22. *Jean:* *OK.*
23. Ms. Gunn: Any other comments?
24. *Jean:* *No.*
25. Ms. Gunn: OK. Thank you.

1. Ms. Gunn: OK, Jean, let's start with your last journal entry.
2. Jean: *Um hm.*
3. Ms. Gunn: OK. Let's have a look. You think it's the best because it's the longest interview.
4. Jean: *Yeah.*
5. Ms. Gunn: Why do you think it was longer than the others?
6. Jean: *Hmmm (long pause) Maybe I ask more questions.*
7. Ms. Gunn: That's good. Why do you think you asked more questions this time?
8. Jean: *(long pause) She was easy to talk to.*
9. Ms. Gunn: She was easy to talk to? Easier than Mrs. L?
10. Jean: *Yeah.*
11. Ms. Gunn: Why?
12. Jean: *Yeah. She talked like you.*
13. Ms. Gunn: Like me?
14. Jean: *Yeah. Not with British voice but your voice.*
15. Ms. Gunn: Oh – she had a North American accent?
16. Jean: *Yeah.*
17. Ms. Gunn: OK. Let's start. (listen to tape) OK. What's wrong with this?
"Why you went there?" How can we fix it?
Jean: Why (long pause) did you go there?
18. Ms. Gunn: That's right. (listen to tape) Let's stop here. Is this a question that you, that you put in on your own? It wasn't a question that you had written before?
19. Jean: *Yeah.*
20. Ms. Gunn: Very good. So this is an extra question for you?
21. Jean: *Yeah.*
22. Ms. Gunn: Very good. (listen to tape) You've got "interesting to" but she actually said, "interested in".
23. Jean: *Yeah. (listen to tape)*

24. Ms. Gunn: OK. Here she said, "it's difficult to compare countries because you like different things about each one. We liked Greece a lot". She said, "It's a Mediterranean country." Do you know what she means here?
25. Jean: *No.*
26. Ms. Gunn: Mediterranean countries are near the Mediterranean Sea. You can look at the map and find the countries.
27. Jean: *OK. (listen to tape)*
28. Ms. Gunn: You were right the first time. She said we like "being".
29. Jean: *Oh. (listen to tape)*
30. Ms. Gunn: The culture. Do you remember we just talked about this this morning.
31. Jean: *Yeah – Chinese New Year.*
32. Ms. Gunn: That's right. (listen to tape) OK. "Attitude". Do you know what that word means?
33. Jean: *Your idea?*
34. Ms. Gunn: Well, yes, but also what you think about things and how you act. For example your attitude toward learning – do you work really hard and feel good about learning.
35. Jean: *Yes.*
36. Ms. Gunn: I know you do and you have a good attitude. (listen to tape) "Advantages and disadvantages." Do you remember we talked about the advantages and disadvantages of taking the bus to school?
37. Jean: *Good points and bad points.*
38. Ms. Gunn: That's right. (listen to tape) "I mentioned." Do you know what that means?
39. Jean: *I said.*
40. Ms. Gunn: That's right. "I said." (listen to tape) OK. Same thing. "We are not interesting in", but ...
41. Jean: *"Interested in."*

42. Ms. Gunn: Good girl. (listen to tape) "This is my second year" – not "it my." (listen to tape) And "your..."
43. Jean: *"Parents."*
44. Ms. Gunn: Yes, Mom and Dad. Not "fell" but "felt". (listen to tape) "But we're taking..."
45. Jean: *"Suggestions."*
46. Ms. Gunn: That's right. You know what that means.
47. Jean: *Your idea.*
48. Ms. Gunn: That's right. (listen to tape) "I haven't been around a lot of babies." Well, you're right – you did a really nice job – especially here where you tried to add some extra questions.
49. Jean: *Yeah.*
50. Ms. Gunn: Were you nervous?
51. Jean: *Yeah. Little bit.*
52. Ms. Gunn: A little bit? I'd like you to think about what made this such a good interview and write about it tonight. OK?
53. Jean: *OK.*
54. Ms. Gunn: Anything else you want to talk to me about?
55. Jean: *No.*
56. Ms. Gunn: OK. This was really good but there are a few mistakes that I want you to go over and you also have your new vocabulary words to make note of.
57. Jean: *OK.*

Appendix G: Mayumi - Ms. Gunn review

Review # 1

16 September, 1998

1. Ms. Gunn: Mayumi, how was your first interview?
2. Mayumi: *Ah, I think so –so.*
3. Ms. Gunn: So-so?
4. Mayumi: *Yeah, I was nervous.*
5. Ms. Gunn: Why do you think you were nervous?
6. Mayumi: *I don't know Ms. P. I afraid she won't like my questions.*
7. Ms. Gunn: Well, it sounded like she didn't mind your questions. It sounded to me like you asked some really good questions.
8. Mayumi: *But I don't know all she said.*
9. Ms. Gunn: That's OK. That's why we are reviewing and working on the transcripts. So I can help you understand. Let's listen. (listen to tape) OK. Here she said, "Other than that I am fine".
10. Mayumi: *Oh. So she is fine now?*
11. Ms. Gunn: Well, I think you probably saw the stitches on Ms. P.'s face? She fell and cut her face. So, yes, she's fine, except that her cut bothers her a little bit.
12. Mayumi: *Oh. (listen to tape)*
13. Ms. Gunn: OK. "New Zealand" is two words.
14. Mayumi: *Yeah.*
15. Ms. Gunn: And here, this is a good guess, you heard "other" but she didn't say "Other way" she said, "Otherwise I wouldn't be teaching."
16. Mayumi: *Oh.*
17. Ms. Gunn: Do you know what she means by that?
18. Mayumi: *Um....*
19. Ms. Gunn: She means that if she didn't love children she wouldn't be teaching.
20. Mayumi: *Oh.*
21. Ms. Gunn: This is good here where you asked why. (listen to tape) OK. "Innocent."
22. Mayumi: *"Innocent?"*
23. Ms. Gunn: Yes, it's a good thing to be. When you are innocent, I guess you are happy and trusting.

24. *Mayumi:* *Oh.*
25. *Ms. Gunn:* What happened here?
26. *Mayumi:* *She didn't understand.*
27. *Ms. Gunn:* Yes, so what did she do?
28. *Mayumi:* *She asked to repeat.*
29. *Ms. Gunn:* Yes, and you did very clearly. Good job. OK. "While." "And the other thing that is very important is that I like the children to treat each other", and you've got the rest. What does this mean?
30. *Mayumi:* *Be good to people and they be good to you.*
31. *Ms. Gunn:* Right. This is also really good here where you added about your brother. (listen to tape) OK. Is Ms. P. 8 years old now?
32. *Mayumi:* *No!*
33. *Ms. Gunn:* So what should this be?
34. *Mayumi:* *"Was."*
35. *Ms. Gunn:* Right. (listen to tape) OK. "Unlike" is a good guess but she actually said "aren't like." (listen to tape) Mayumi, I think this is really good. You've got some spelling and grammar mistakes to work on, but here you've corrected yourself, and twice you repeated yourself slowly and clearly when she didn't understand.
36. *Mayumi:* *But my pronounce is bad.*
37. *Ms. Gunn:* Well, not bad, but not always clear. But you didn't sound nervous to me, even when you were repeating your questions.
38. *Mayumi:* *But I was!*
39. *Ms. Gunn:* Well, you know sometimes being nervous isn't always all bad. For the most part this is a really good interview. Now tonight I'd like you to work on your journal assignment and work on your new words and things. OK?
40. *Mayumi:* *Yes.*
41. *Ms. Gunn:* Any questions for me?
42. *Mayumi:* *No.*
43. *Ms. Gunn:* OK. Good job.

1. Ms. Gunn: So, first, how was this interview?
2. Mayumi: *Good time.*
3. Ms. Gunn: Was it better than last time?
4. Mayumi: *Yeah, I think so.*
5. Ms. Gunn: I think so too. OK, let's listen to it. (listen to the tape).
(Reading from journal). "That's a tricky question." Now she's thinking and then she says, "best of all". And also in this case, it's not "may be" as in two words, but "maybe" one word.
6. Mayumi: *Oh.*
7. Ms. Gunn: Probably - maybe. What happened here? What do you think happened here with the "seasons"?
8. Mayumi: *Ah. She can't hear "seasons".*
9. Ms. Gunn: So, were you surprised when she said, "cheeses"?
10. Mayumi: *Yeah.*
11. Ms. Gunn: But she understood when you said it again more clearly.
12. Mayumi: *Yeah.*
13. Ms. Gunn: Good. (listen to the tape). OK. Can you read to me what you've put here.
14. Mayumi: *(Reading) "I love Autumn's colours."*
15. Ms. Gunn: "I love Autumn's colours." Now that is a really good guess and it makes sense, but what she actually said was, "I love *all* the colours."
16. Mayumi: *Oh.*
17. Ms. Gunn: But that was a great guess. It makes perfect sense. (listen to the tape) OK. Let's listen to that part just one more time. (listen to the tape) And then, did she say, "you got lots of flowers". She's talking all the time.
18. Mayumi: *"Get?"*
19. Ms. Gunn: Yes, "And then you get lots of flowers in Spring time." (listen to the tape) OK. "As the Japanese people" - this is another really good guess, but what she said was, "actually".
20. Mayumi: *Oh.*

21. Ms. Gunn: I use "actually" a lot in class. So she said, "Actually, the Japanese people like to go to New Zealand a lot, don't they?" Ms. P. likes to ask these kinds of questions. She likes to get information back from you.
22. Mayumi: *But I don't know.*
23. Ms. Gunn: It's true, they do. Japanese people like New Zealand. (listen to the tape) Not "the" Queenstown. (reading) "a famous place *would* be".
24. Mayumi: *Oh.*
25. Ms. Gunn: Remember I told you about "would" in class?
26. Mayumi: *Yeah.*
27. Ms. Gunn: (listen to the tape) OK - here's a spelling problem, "beautiful".
28. Mayumi: *Oh - oh!*
29. Ms. Gunn: It's OK. (listen to the tape) (reading from journal) "there're lots of tricks".
30. Mayumi: *Yeah. What is this?*
31. Ms. Gunn: Well, a trick is when you play a game on someone, remember at Hallowe'en? But that's not what she said, actually. She said, "lots of *treks*."
32. Mayumi: *Oh. What's this?*
33. Ms. Gunn: Treks. Those are hikes, hikes in the mountains or long walks that you take. So for example we can take a trek on Mount Fuji in Japan.
34. Mayumi: *I don't want to!*
35. Ms. Gunn: But lots of people do. And in New Zealand, lots of people take treks, because it's a very outdoor country. (listen to the tape) OK. You've got "so rounding" which sounds like what she said, but she actually says, "surrounding." You know "surrounding" right?
36. Mayumi: *No.*
37. Ms. Gunn: Surrounding us right now is the bulletin board, the chairs - things that are around us. OK. (listen to the tape) And you "can".
38. Mayumi: *Oh. You can.*
39. Ms. Gunn: Yes. She said it quickly. (listen to the tape) "and travel."
40. Mayumi: *"And travel."*

41. Ms. Gunn: Yes, "travel around the lakes." (listen to the tape) OK, this is a good question, "Did you go there?" But what would be a better way of asking this question?
42. Mayumi: *"Have you been there?"*
43. Ms. Gunn: Yes, but this is fine. It's a fine question, but "Have you been there?" is a little better way to ask. (listen to the tape) So (reading from journal) "traditionally people in New Zealand eat", she didn't actually say that. She used a different tense. Listen again. (listen to the tape). Did you hear?
44. Mayumi: *No.*
45. Ms. Gunn: She said it very quickly, "people in New Zealand have eaten"
46. Mayumi: *Oh.*
47. Ms. Gunn: Because they still do today. (listen to the tape) OK. Do you know what a "stew" is?
48. Mayumi: *No.*
49. Ms. Gunn: You put food in a pot - it's kind of like a thick soup, it's got potatoes and meat, other vegetables.
50. Mayumi: *Oh.*
51. Ms. Gunn: It's good. And "Rose?" Do you think they eat flowers?
52. Mayumi: *No! "Rose" is meat.*
53. Ms. Gunn: Yes. Good, but we spell it this way. (listen to the tape) OK. "Boiled vegetables."
54. Mayumi: *Yeah. I know. I wrote it.*
55. Ms. Gunn: Yes, but why did you change it?
56. Mayumi: *I don't know.*
57. Ms. Gunn: You know what boiled vegetables are?
58. Mayumi: *Yeah. In water. Hot.*
59. Ms. Gunn: OK. (listen to the tape) Did Ms. P. say the "things is changing"?
60. Mayumi: *No.*
61. Ms. Gunn: What did she say?
62. Mayumi: *"Are."*
63. Ms. Gunn: (listen to the tape) OK. Let's just start here. "Those different." Let's listen again. (listen to the tape) Did you catch it?
64. Mayumi: *No.*
65. Ms. Gunn: Very. She said, "very, very different." Now you've got the word but is this how we spell it?

66. *Mayumi:* *Oh.*
67. *Ms. Gunn:* I think we're missing a word here too. (listen to the tape) "from - very, very different from what we eat in New Zealand." (listen to the tape) OK. Not the "little" tone! If you've got "high" and "low" what's right here?
68. *Mayumi:* *Oh. I don't know.*
69. *Ms. Gunn:* Middle.
70. *Mayumi:* *Oh.*
71. *Ms. Gunn:* You know "middle."
72. *Mayumi:* *Yes, I'm middle school.*
73. *Ms. Gunn:* That's right. (listen to the tape) "The culture."
74. *Mayumi:* *"The culture."*
75. *Ms. Gunn:* (listen to the tape) You're right here, it's the "you" sound but it's not the word, "you." Listen. (listen to the tape) Can you hear?
76. *Mayumi:* *No.*
77. *Ms. Gunn:* Statue. Remember we read the book, Flying Home, and he went on the Statue of Liberty?
78. *Mayumi:* *Hmm.*
79. *Ms. Gunn:* Let me get the book. Here. Remember this?
80. *Mayumi:* *Oh yeah.*
81. *Ms. Gunn:* A statue is a figure of someone, sometimes it's of something. OK. That's a word I'd like you to look up.
82. *Mayumi:* *OK. At home.*
83. *Ms. Gunn:* (listen to the tape) So, "after the war" but not "over the people" but "for all the people."
84. *Mayumi:* *Oh.*
85. *Ms. Gunn:* (listen to the tape) OK. She said, "There's meant to be a very beautiful park." She's talking about "Peace Park".
86. *Mayumi:* *Oh.*
87. *Ms. Gunn:* Now, "there's meant to be." Do you know what that means?
88. *Mayumi:* *No.*
89. *Ms. Gunn:* There's supposed to be. If I say "I'm meant to do my homework every night" it means I'm supposed to do it every night. (listen to the tape) OK. She said, "I read about it." not, "I can never been there." If I have "been" what do I need to have?
90. *Mayumi:* *"I have?"*

91. Ms. Gunn: Good. (listen to the tape) OK. This was good because it's outside the questions that you had prepared, but she's talking about a long time ago. So should you have said, "Is it fun?"
92. Mayumi: *"Was it fun?"*
93. Ms. Gunn: Yes, but still this was very good as it was not part of your prepared questions. You were listening and you said, "Oh I'm going to ask a question!" Good job. (listen to the tape) OK. In Japanese it's called the "Shinkansen", but what do we call it in English?
94. Mayumi: *I don't know.*
95. Ms. Gunn: The bullet train. (listen to the tape) OK. Apple blossoms. Think about Japan in the Spring time and all the beautiful flowers come out on the cherry trees. We call those blossoms.
96. Mayumi: *But Kyoto is not apple.*
97. Ms. Gunn: I know, but she's not from Japan. Before I went to Japan I used to think they were apple blossoms too, not cherry blossoms. (listen to the tape) Good job. I think if you look back to your first interview at how you spelt New Zealand, now you've got New Zealand spelt properly, that's great. And this time you were asking her and giving her much more information than last time. Even though you missed a few things this is great. Next time though, I think, it might be helpful for you if she says a word like, "culture", just like Ms. P. said to you here, "Cheeses?" and you said, "No, seasons." you might want to say, "What is that word again?" or "What are boiled vegetables?" so that you can understand in the interview. Ms. P., I think, tries to give you lots of information and she'd be happy to tell you. OK?
98. Mayumi: *OK.*

1. Ms. Gunn: Mayumi, before we start, how was this one?
2. *Mayumi:* *It was fine.*
3. Ms. Gunn: It was fine?
4. *Mayumi:* *Yeah.*
5. Ms. Gunn: Let's just check your journal to see what you said about it. So you tried to listen. That was good. Oh – this was my fault – you said you were nervous the tape may finish. I'm sorry about that, but if it does finish, you know what to do.
6. *Mayumi:* *Yeah you stop and say "excuse me" and turn it over.*
7. Ms. Gunn: Yes. Good. OK. Let's listen. (listen to tape) OK. "Yes by all means." Do you know what that means?
8. *Mayumi:* *No.*
9. Ms. Gunn: It's another way of saying "Yes, of course." (listen to tape) "A place called Christchurch." You can look this up on the map. It's a very famous place in New Zealand. (listen to tape) OK. "Fast year?"
10. *Mayumi:* *Uh, no. "First year."*
11. Ms. Gunn: Yes, but how do we spell it.
12. *Mayumi:* *F-i-r-s-t-*
13. Ms. Gunn: Yes. "Hall of residence." She explained what it is. But do you know what a "dormitory" is?
14. *Mayumi:* *Yeah. I stay in one in Japan.*
15. Ms. Gunn: Really?
16. *Mayumi:* *Yeah, I go to school is far away so I stay there in a dormitory. My father too.*
17. Ms. Gunn: Your father lived in the same dormitory as you?
18. *Mayumi:* *No. His work is far away so he stay in dormitory there and we all go home at weekends.*
19. Ms. Gunn: But now you all live together here in Thailand.
20. *Mayumi:* *Yeah, so we are happy.*
21. Ms. Gunn: Good. (listen to tape) OK. Let's look at this. You didn't have this part written down, did you?
22. *Mayumi:* *No.*
23. Ms. Gunn: Well, that's wonderful. You were listening carefully and then adding some extra information.

24. *Mayumi:* Yes.
25. Ms. Gunn: OK. Not "horidays" – "holidays."
26. *Mayumi:* I forget. (listen to tape)
27. Ms. Gunn: OK. Now, is she studying?
28. *Mayumi:* No.
29. Ms. Gunn: OK. So what do you think she said here?
30. *Mayumi:* Studied?
31. Ms. Gunn: Yes. And one more thing. Usually when we are talking about a University we use a big "u".
32. *Mayumi:* Oh. OK. (listen to tape)
33. Ms. Gunn: Can you take a guess about what that might be?
34. *Mayumi:* I can't hear.
35. Ms. Gunn: It's a Bachelor's degree. When you go to University the first degree you usually get is a Bachelor's
36. *Mayumi:* Oh. So this is not "Math degree."
37. Ms. Gunn: Ah, yes, this was a good guess but it's the next degree. She's saying Master's degree.
38. *Mayumi:* My father have.
39. Ms. Gunn: Really? (listen to tape) Oh OK. Now is this another one where you were adding extra information?
40. *Mayumi:* Yeah.
41. Ms. Gunn: Very good. Now, this sounded like "in" but what she said was "enough", "good enough."
42. *Mayumi:* Oh. (listen to tape) "By all means?"
43. Ms. Gunn: That's what she said the first time. This time she said, "Certainly".
44. *Mayumi:* Oh oh. Not the same.
45. Ms. Gunn: No. She changed. (listen to tape) OK. I didn't like ...
46. *Mayumi:* I don't know.
47. Ms. Gunn: This is a very common thing that we say, "I don't like the sight of blood". You know when there's blood everywhere and you have to look at it?
48. *Mayumi:* Yeah.
49. Ms. Gunn: Well, she found she didn't like the sight of blood.
50. *Mayumi:* Yeah, me too.
51. Ms. Gunn: Me too. (listen to tape) "Always taught, for a long time now." (listen to tape) Now, remember we just studied this.

52. *Mayumi:* *I used to.*
53. Ms. Gunn: Yeah. (listen to tape) About. (listen to tape) OK.
54. *Mayumi:* *This is umhm.*
55. Ms. Gunn: (laughs). You heard it you just didn't know how to spell it. I guess it's like this, umhm. (listen to tape) How do you spell nature?
56. *Mayumi:* *I don't know.*
57. Ms. Gunn: It's like this. (writes in book). (listen to tape) "It's really delicious." You've got it here, but not here.
58. *Mayumi:* *I don't know why but I can't hear second time.*
59. Ms. Gunn: OK. (listen to tape)
60. *Mayumi:* *I think here "kiwi fruit." I don't know.*
61. Ms. Gunn: Oh, I missed that. Let's listen again. (listen to tape) Yes, you're right. She said "It is really delicious" and then she listed the fruit. And this one is kiwi fruit. Well, I think you did a great job this time.
62. *Mayumi:* *Yeah.*
63. Ms. Gunn: Several times you asked outside your questions and gave some extra information. That's great. What I'd like you to do tonight is work on some of these spelling mistakes but I also want you to think about what makes this such a good interview.
64. *Mayumi:* *Thank you.*
65. Ms. Gunn: You're welcome. The other ones I asked you to think about how you could improve them – I don't want you to write about how you could improve this one. I want you to think about why this one is such a good one. For example I did this and I'm really good at this.
66. *Mayumi:* *OK.*
67. Ms. Gunn: Any other questions?
68. *Mayumi:* *No.*
69. Ms. Gunn: OK.

1. Ms. Gunn: Mayumi, let's start with your journal entry first so we can talk about the good points and bad points. (reading from journal) "I think I enjoy it and ask some follow-up questions. Good points are listen carefully, I think, and I ask some questions about the word I don't know." Well that's good. (reading from journal) "Bad points are my pronounce of English. I don't know why but I say 'study homework' I raise 'study' of pronounce."
2. Mayumi: *Like this, "I study" (in a high pitch voice) (laughs)*
3. Ms. Gunn: (laughs) Oh.
4. Mayumi: *I don't know why.*
5. Ms. Gunn: Were you singing? (laughing)
6. Mayumi: *No. (Laughing)*
7. Ms. Gunn: I'll have to listen carefully. (reading from journal). "Ms. Gunn I know that you are going to New Zealand for Christmas."
8. Mayumi: *Yeah.*
9. Ms. Gunn: Did Ms. P. tell you?
10. Mayumi: *Yeah.*
11. Ms. Gunn: So you feel good about this one, that's good. Let's listen. (listen to tape) OK. This was a good guess, "during school time." But she actually said, "during the school term." Do you know what a "term" is?
12. Mayumi: *Hmm. No.*
13. Ms. Gunn: We talk about "semesters" or "terms." From August to December is our first term and then we come back in January to May for our second term. At the end of each term I give you your report card.
14. Mayumi: *Oh – when we go to school. (listen to tape)*
15. Ms. Gunn: OK. This is good. But I see what you mean about "study". (Both laugh). This is all unplanned, isn't it?
16. Mayumi: *Yeah.*
17. Ms. Gunn: She was asking you some questions. How did you feel when she was asking you questions?
18. Mayumi: *Ah. Oh how can I answer?*
19. Ms. Gunn: But you did. And you did a good job. (listen to tape) OK.

"And I loved having him."

20. *Mayumi:* *Oh, I think it's "I have headache."*
21. *Ms. Gunn:* Well, that's because you know Yuta!
22. *Mayumi:* *Yeah! (laughs)*
23. *Ms. Gunn:* No, she meant she loved teaching him. (listen to tape) OK. So from her explanation do you understand what a curriculum is?
24. *Mayumi:* *Yeah. (listen to tape)*
25. *Ms. Gunn:* You had it, why did you change it?
26. *Mayumi:* *I don't know.*
27. *Ms. Gunn:* Through the school year. In this case, she's using "through" the same way we use "during."
28. *Mayumi:* *Oh. I think "through" is "through the door" so can't be right.*
29. *Ms. Gunn:* Well, we use it that way too. Remember one English word can have many different meanings.
30. *Mayumi:* *I know. (listen to tape)*
31. *Ms. Gunn:* OK. "It's that shop that has", not old, but "all the CDs."
32. *Mayumi:* *Oh. I wonder why she wants old CDs. (listen to tape)*
33. *Ms. Gunn:* "Upstairs." You know where "Royal Garden" is?
34. *Mayumi:* *Yeah.*
35. *Ms. Gunn:* If you go to the very top floor you'll find Tower Records there.
36. *Mayumi:* *My father say upstairs is very dangerous.*
37. *Ms. Gunn:* Oh. Well, I didn't know that. I've only been up there once. Maybe you better not go. (listen to tape) OK. "Cupboard." This one is right.
38. *Mayumi:* *Oh. (listen to tape)*
39. *Ms. Gunn:* "And your parents are Santa Claus." (listen to tape) "It depends on how much money he has saved." (listen to tape) OK. Not "a pocket", but "a packet."
40. *Mayumi:* *Oh. I know, but spell is wrong.*
41. *Ms. Gunn:* This is good here. You don't have any records but you know what they are and you explained it to her. Good job. (listen to tape) OK. "If it was somebody who was just going to give me something little." And here, "That's what I'd like." (listen to tape) Not "that doesn't happen" but "that won't happen." (listen to tape)
42. *Mayumi:* *Just as I turn off tape Ms. P. ask me where I go for Christmas.*

43. Ms. Gunn: You should have turned it back on!
44. *Mayumi:* *Then she said Ms. Gunn will go to New Zealand.*
45. Ms. Gunn: Well that's good. I especially like this part where you were telling her that you knew what that was and all this part here. I think you would have been very nervous a couple of interviews ago if she had asked you questions when you weren't ready, but you didn't sound nervous you sounded interested and relaxed. You're doing very well.
46. *Mayumi:* *Yeah.*
47. Ms. Gunn: Do you have any questions?
48. *Mayumi:* *No.*
49. Ms. Gunn: So what are you doing for Christmas? I heard Ms. P. ask you.
50. *Mayumi:* *Well, I will go to Australia maybe.*
51. Ms. Gunn: Really?
52. *Mayumi:* *New Zealand is near Australia but I don't think I will see you.*
53. Ms. Gunn: Well, maybe at the airport! We stop in Sydney.
54. *Mayumi:* *I'll wave to you!*
55. Ms. Gunn: OK.

1. Ms. Gunn: Let's just start with your journal entry. (reading from journal)
"I think this interview is OK to me. It's fun and good. I try to make it longer. I ask about Beatles. They are four people. I know that for sure, but I don't know their names". I think she teaches you, doesn't she?
2. Mayumi: *Yeah, but only one.*
3. Ms. Gunn: Oh. Only one. (reading from journal) "It's too hard to say and I forget it. I think I ask some – a little this time – extra questions. At first, I don't know why and don't ask me why, but I get little nervous". Really?
4. Mayumi: *Yeah, at first I was shaky.*
5. Ms. Gunn: Really. You know, I still get nervous when I have to talk in front of a lot of people I don't know.
6. Mayumi: *No!*
7. Ms. Gunn: Yeah, I do. Maybe for you this was the last interview so you got nervous.
8. Mayumi: *Yeah. I wrote that.*
9. Ms. Gunn: (reading from journal) "It's my guess it's because it's last interview". Oops, I should have read! (reading from journal) "Now I have a question to you. Do you choose people who will be interview with me?" Yes, I have. (reading from journal) "It's not a question, it's two questions. If my brother live in the ocean what kind of fish would he be?" I know because I listened to the tape.
10. Mayumi: *Oh – don't listen!*
11. Ms. Gunn: Well, I had to. But I had not heard that joke before. "Selfish." (laughs) OK. Let's listen. (listen to tape) Let's just look at this. We talked about it, not "at four", but "before". Good guessing though because it was interview four when you talked about the Beatles.
12. Mayumi: *Yeah. (listen to tape)*
13. Ms. Gunn: Now this one, it was John Lennon who was shot and killed.
14. Mayumi: *I thought it was name of him at first.*
15. Ms. Gunn: So you thought his name was, "Shot"?!
16. Mayumi: *Yeah. And "Killed" was other name. So I thought there are*

three people in Beatles, but she said four.

17. Ms. Gunn: Oh.
18. Mayumi: *But I ask other people and now I know. (listen to tape)*
19. Ms. Gunn: Here, "incredible" music. That means really great.
20. Mayumi: *Oh, I thought "incredible" was another city.*
21. Ms. Gunn: Good guess. (listen to tape)
22. Mayumi: *It's name but I don't know.*
23. Ms. Gunn: "Ringo Starr" – he was a drummer. (listen to tape) OK. Not "Letter B" but a song called "Let it Be".
24. Mayumi: *Oh – really!*
25. Ms. Gunn: But it's close though especially if you say it fast. "Letter B" "Let it be". This is a very popular song. (listen to the tape)
26. Mayumi: *"Seriously?"*
27. Ms. Gunn: Yeah, she said, "seriously" meaning is this really a joke?
28. Mayumi: *Oh. (listen to tape)*
29. Ms. Gunn: "No you've got me." What do you think this means?
30. Mayumi: *Ah – maybe she doesn't understand.*
31. Ms. Gunn: Well, more than that. She's saying, "You've tricked me. I don't know the answer." (listen to the tape). This is really good here. She didn't understand the joke at first. She thought you said "sailfish". Then you explained to her, he's not good to me so he's "selfish", so she understood. Good job. (listen to tape)
32. Mayumi: *I think "to my brother".*
33. Ms. Gunn: Yes that's right. (listen to tape)
34. Mayumi: *I don't like this one – it's like a bad voice.*
35. Ms. Gunn: I don't know – let's listen again. Your voice didn't sound bad to me.
36. Mayumi: *I sound like a witch! I want to erase.*
37. Ms. Gunn: No you didn't. It didn't sound that bad.
38. Mayumi: *No, I mean, I said he's not good to me and he doesn't listen to me. Everybody don't listen sometimes and everybody not good sometimes.*
39. Ms. Gunn: Right, so Yuta is normal.
40. Mayumi: *And I am normal too.*
41. Ms. Gunn: That's right. And it was just a joke.
42. Mayumi: *Yeah, but maybe my mother will be mad.*

43. Ms. Gunn: Well, we won't tell her!
44. *Mayumi*: *And Yuta too.*
45. Ms. Gunn: We won't tell him either.
46. *Mayumi*: *OK.*
47. Ms. Gunn: Well, I think – you said you weren't happy with your pronunciation, but except for one or two small times, it wasn't that bad. You were listening to her very carefully and asking when you didn't understand. This is a great example, "Just three people?" to check how many people were in the Beatles. You've done well. Any other questions?
48. *Mayumi*: *No.*
49. Ms. Gunn: OK. Well your journal entry is on the board.

1. Ms. Gunn: I want to start with your journal entry first. You said, "I think I agree because I am relaxed. I get to be embarrassed about what she says." Why?
2. Mayumi: *Because she says "what a wonderful student."*
3. Ms. Gunn: But it's true.
4. Mayumi: *It's too exaggerated.*
5. Ms. Gunn: It's too exaggerated? No, I don't think so. I think you've worked very hard. OK. First do you have any comments about the interview? Other than the fact that the tape was hard to hear?
6. Mayumi: *No, I think that's fine.*
7. Ms. Gunn: Was her voice different from Ms. P.'s voice?
8. Mayumi: *Yeah.*
9. Ms. Gunn: So who was easier to understand, do you think?
10. Mayumi: *Ms. P.*
11. Ms. Gunn: OK. (listen to tape) Oh. "Gravy." Do you know what gravy is?
12. Mayumi: *No, I don't think so.*
13. Ms. Gunn: Gravy is a sauce that you put on potatoes. It's brown.
14. Mayumi: *Oh I think I know.*
15. Ms. Gunn: We have it when we have roast beef or chicken.
16. Mayumi: *Oh.*
17. Ms. Gunn: It's very good. I don't think you have it in Japan very often.
18. Mayumi: *I don't think so.*
19. Ms. Gunn: (listen to tape) So she just said, "yeah." "Yeah, it's freezing."
20. Mayumi: *Oh. I think many things. I can't hear that.*
21. Ms. Gunn: (listen to tape) she said "two pairs of trousers."
22. Mayumi: *Oh. What's this.*
23. Ms. Gunn: Two pairs of pants because it was so cold.
24. Mayumi: *Oh.*
25. Ms. Gunn: (listen to tape) They went to the "Kremlin." It's a very famous place in Moscow.
26. Mayumi: *Oh. I didn't know that.*
27. Ms. Gunn: (listen to tape) Not, "it were." "It is where."
28. Mayumi: *Oh!*
29. Ms. Gunn: "It is where Lenin is buried." Do you know "Lenin?"
30. Mayumi: *I don't think so.*

31. Ms. Gunn: Well, when you get to high school you'll study about Lenin. He's very famous. (listen to tape) "In a room."
32. Mayumi: *"In a room?"*
33. Ms. Gunn: Yes, he's in a room, where you can see him.
34. Mayumi: *Oh.*
35. Ms. Gunn: (listen to tape) The city name is "St. Petersburg." (listen to tape)
36. Mayumi: *I know what this is but I don't know how to spell.*
37. Ms. Gunn: "Caviar."
38. Mayumi: *Oh.*
39. Ms. Gunn: (listen to tape) Not "I've ever" but "they've ever." The "biggest burgers they've ever seen in their lives." (listen to tape) OK. Do you know what a "youth hostel" is?
40. Mayumi: *I don't know.*
41. Ms. Gunn: A youth hostel is like a hotel but it's just for young people and you don't get to have a room by yourself.
42. Mayumi: *Yeah, she said "twenty."*
43. Ms. Gunn: Twenty?! I didn't know it was that many. (listen to tape)
44. Mayumi: *I don't know why I asked this question.*
45. Ms. Gunn: Why?
46. Mayumi: *I already know the answer.*
47. Ms. Gunn: Good point. (listen to tape) OK. They have lots of, not "evolutions", but "revolutions."
48. Mayumi: *Oh yeah!*
49. Ms. Gunn: (listen to tape) OK. It's "hard to survive." Do you know what "to survive" means?
50. Mayumi: *Yeah.*
51. Ms. Gunn: "People are tough and strong."
52. Mayumi: *Oh - there's no "h"!*
53. Ms. Gunn: That's right. But you were close. (listen to tape) Oh. "And he got sent over here."
54. Mayumi: *Where does the "again" come from? (laughs)*
55. Ms. Gunn: I don't know. (laughs) (listen to tape) "I applied for a job here."
56. Mayumi: *Oh. "A job here! "*
57. Ms. Gunn: Yeah. Good guessing though. (listen to tape) "I like the way they live their life. It is much slower."
58. Mayumi: *Oh.*

59. Ms. Gunn: (listen to tape) OK. "You don't get any"... oh ... I think she's saying "you don't get angry." I'm not sure.
60. Mayumi: *Oh, not any?*
61. Ms. Gunn: Let's listen. (listen to tape) Yeah. "Angry." This is good though. This shows me you were really listening to her but you didn't know the vocabulary word.
62. Mayumi: *Is it from Dark King? "Patient?"*
63. Ms. Gunn: Oh yeah - it is. "Patient" and "patience." Good memory. (listen to tape) "Very frustrated." Remember we talked about things that are frustrating?
64. Mayumi: *Yeah. (listen to tape) I would?*
65. Ms. Gunn: That's right. I would love to try. (listen to tape) "So I just eat as much as I can."
66. Mayumi: *Oh.*
67. Ms. Gunn: (listen to tape) OK. Good job. I see lots of examples here when you were really listening and didn't just stick to your questions. It's like you were having a conversation with her, talking and listening, back and forth. Just like your last couple with Ms. P. So this is really good.
68. Mayumi: *Yay! I think it's good too.*
69. Ms. Gunn: OK. Good job.
70. Mayumi: *Yay!*
71. Ms. Gunn: Any questions?
72. Mayumi: *No.*
73. Ms. Gunn: OK.

Appendix H: Tero - Ms. Gunn review

Review #1

14 September, 1998

1. Ms. Gunn: OK Tero, how was this first interview?
2. Tero: *I don't know, hard.*
3. Ms. Gunn: Was it hard to talk with Dr. W?
4. Tero: *Yeah, I don't know him.*
5. Ms. Gunn: Well, I think you'll get to know him after five interviews.
6. Tero: *Yeah.*
7. Ms. Gunn: Were you nervous?
8. Tero: *Little bit. Not much.*
9. Ms. Gunn: OK. Well, let's listen. (listen to tape) OK. Do we say "Where you are from?"
10. Tero: *No.*
11. Ms. Gunn: What do we say?
12. Tero: *Where do you come from?*
13. Ms. Gunn: Yes, that's one way but you can also say "Where are you from?" You just have it in the wrong order.
14. Tero: *Oh.*
15. Ms. Gunn: And this one, now you said, "Why did you come to Thailand?" But you wrote, "Why you come to Thailand?"
16. Tero: *Oh.*
17. Ms. Gunn: Which is right?
18. Tero: *Ah, "did"?*
19. Ms. Gunn: Yes, that's right. (listen to tape) And here? "Why you are a teacher?"
20. Tero: *Ah, "Why are you?"*
21. Ms. Gunn: Yes, that's right. (listen to tape) OK. What happened here?
22. Tero: *He don't know "children".*
23. Ms. Gunn: Well, I think he knows what children are, but you are saying it with a "sh" shound, instead of a "ch" sound. I'm hearing "shildren" not "children".
24. Tero: *Oh.*
25. Ms. Gunn: But this is good here, you tried to say it another way.
26. Tero: *But he say "I don't understand."*
27. Ms. Gunn: Yes, so you left it.

28. Tero: *Yeah.*
29. Ms. Gunn: *Why?*
30. Tero: *Ah... I don't know... He don't know....*
31. Ms. Gunn: OK. (listen to tape) "Soothing." This means it's easy for him to listen to music and it relaxes him.
32. Tero: *Oh. (listen to tape)*
33. Ms. Gunn: OK. Now same thing here. You've said, "Why does high school goes first to lunch?" You've got your helper, but what about here?
34. Tero: *Ah. "Go"?*
35. Ms. Gunn: Yes. And you wrote, "Why high school go first to lunch?" What's missing?
36. Tero: *Ah. "Does"?*
37. Ms. Gunn: Yes, (listen to tape) "Not a whole lot." What do you think that means?
38. Tero: *Ah, I don't know.*
39. Ms. Gunn: "Not much." It means he doesn't know much about Finland.
40. Tero: *Oh. (listen to tape) OK. Here, "Have you been ever in Finland?" should be "Have you ever been in Finland?"*
41. Ms. Gunn: Oh. (listen to tape) OK. Well Tero, I understand that this was your first interview and that you were a little nervous but I'd like to see you asking more questions in the next interview. Not just questions that you write before you go, but questions about the answers he gives you. Just like you did when you were practising.
42. Tero: *Yeah. OK.*
43. Ms. Gunn: Also, tonight I want you to review asking questions and when we need the helper and when we don't.
44. Tero: *Yeah.*
45. Ms. Gunn: You've got some examples here to correct and maybe you can think of some more on your own.
46. Tero: *OK.*
47. Ms. Gunn: But it wasn't bad for a first try. Any questions?
48. Tero: *No.*
49. Ms. Gunn: OK. You can start in on your other work now.
50. Tero: *OK.*

1. Ms. Gunn: First, Tero, how was this interview?
2. Tero: *Fine.*
3. Ms. Gunn: Better than the first one?
4. Tero: *Yeah. Much better.*
5. Ms. Gunn: Good. OK. Let's listen to it. (listen to tape) OK. "meny" is "many".
6. Tero: *Oh. (listen to tape)*
7. Ms. Gunn: OK. Now, you started here, "Do you" then you said, "Oh, never mind". What were you going to say here?
8. Tero: *I don't remember.*
9. Ms. Gunn: OK. (listen to tape) Let's stop here. The leaves..
10. Tero: *Ah, "change colour".*
11. Ms. Gunn: "It cools down."
12. Tero: *"Of the summer."*
13. Ms. Gunn: That's a good guess, but I think it's "from the summer". Let's listen again. (listen to tape)
14. Tero: *Oh yeah. I hear now.*
15. Ms. Gunn: How about here? (listen to tape)
16. Tero: *"So you can get ..."*
17. Ms. Gunn: "A chance to cool down." (listen to tape) "It not?"
18. Tero: *"It's not."*
19. Ms. Gunn: And this word, he said it really quickly, "it's not **quite** as cold as winter"
20. Tero: *Oh. (listen to tape) I don't know, I just write "open door" but I don't know.*
21. Ms. Gunn: Well let's see. Oh, OK. He said, "It's easy to be outdoors".
22. Tero: *Oh. "Outdoors." What that mean, "outdoors"?*
23. Ms. Gunn: So, right now we are inside.
24. Tero: *(interrupts) Oh so we open door to get air?*
25. Ms. Gunn: Well yes, but it's not "open door" it's outdoors. You have your PE classes outside- outdoors. I have seen you playing on the soccer field outdoors at lunch.
26. Tero: *Oh – not in class.*
27. Ms. Gunn: Yes, not the classroom or not even in the building.
28. Tero: *OK. I get it.*

29. Ms. Gunn: What else do you do outdoors?
30. Tero: *I don't know. Play basketball.*
31. Ms. Gunn: Yes.
32. Tero: *But I like outside.*
33. Ms. Gunn: Yes, I guess I use the word outside too, but you can use outdoors too.
34. Tero: *And we don't go outside much here in Thailand. It's too hot.*
35. Ms. Gunn: Yeah. I guess Fall in Finland is similar to Fall in America so think about what you do outdoors in the Fall when you are in Finland.
36. Tero: *Ah, actually not really because there is rain in Fall.*
37. Ms. Gunn: Oh, it's raining in the Fall in Finland?
38. Tero: *Yeah. So just rain and then come winter when it's just little bit above the zero.*
39. Ms. Gunn: Oh. So it's not the same at all as America.
40. Tero: *Yeah.*
41. Ms. Gunn: Because in America, and Canada too, it's very beautiful.
42. Tero: *Yeah, Finland too because the leaves changes colours, but rain too.*
43. Ms. Gunn: OK. (listen to tape) OK. This was really good. He didn't understand "polan" so you changed and he then understood that polation meant population.
44. Tero: *Yeah.*
45. Ms. Gunn: Where does "polan" come from? Is it Finnish?
46. Tero: *No, but I knew after I say polan that it's not right so I try what I think is better.*
47. Ms. Gunn: Well, I think that's great that you didn't just leave it. I also think this is really good – here where you're giving some information about Finland to add to the interview. (listen to tape) This is a good guess "original" but what he said was "regional". Do you know what that means?
48. Tero: *Yeah. It's something like, I don't know, but I just try. You know when you order pizza or something like that you get small, medium or large? That "medium" is like "regular".*
49. Ms. Gunn: That's what "regular" is, yes, but he's saying "regional". Region is another word for area, and it seems like you understood because in the interview you talked about the

different food in the different parts of Finland.

50. Tero: *Yeah. (listen to tape)*
51. Ms. Gunn: He said here, "It's very pleasing".
52. Tero: *What that mean?*
53. Ms. Gunn: "Pleasing" means that he likes it, that it is nice to listen to.
54. Tero: *Oh, I see. (listen to tape) I don't what that is.*
55. Ms. Gunn: "Up State." Let's look at our map again and I'll show you. See here, it's the top of the State of New York so they sometimes call it "Up State New York."
56. Tero: *So not New York city?*
57. Ms. Gunn: No, New York city is here. I can show you where Dr. W lives – it's a very famous place with a big ski field. And one more little thing. "Do know?"
58. Tero: *"Do you know." I forget.*
59. Ms. Gunn: OK. This one has lots of good things in it. It seems like you were much more comfortable and confident.
60. Tero: *Yeah.*
61. Ms. Gunn: Remember last time when he didn't understand a word you said, you just carried on.
62. Tero: *Yeah.*
63. Ms. Gunn: But this time you tried again. That was really good. Now, I want you to review this, you don't have to rewrite the interview but I'd like you to fix these places where you left out the verbs and things. OK?
64. Tero: *OK.*
65. Ms. Gunn: I think "pleasing" was the only new word, but there are lots of spelling words to work on – "many", "people". OK. Any other comments?
66. *No, I don't have any.*

1. Ms. Gunn: Tero, when I looked over this one, it looked like Dr. W. was a lot more talkative this time.
2. Tero: *Yeah.*
3. Ms. Gunn: How did you feel about that?
4. Tero: *Fine. I think maybe he like this topic.*
5. Ms. Gunn: OK. Let's look at it. (listen to tape)
6. Tero: *What this mean, "Quite a few". Is it more than one?*
7. Ms. Gunn: Well, many more than one.
8. Tero: *Not just a few, like one or two, but maybe eight, ten?*
9. Ms. Gunn: Yes, I guess he could have said, "a lot". "Quite a few" and "a lot" are about the same. (listen to the tape). Now, most of these schools are in the United States so you probably don't know these places, but this one ...
10. Tero: *(interrupts) I know. I look on the map, but I spell wrong.*
11. Ms. Gunn: OK. And this one is Nepal. (listen to tape) Now this is what you said, "Was your old schools?"
12. Tero: *Yeah.*
13. Ms. Gunn: But what should it be?
14. Tero: *"Were."*
15. Ms. Gunn: Yes. (listen to tape) He's saying here, "probably".
16. Tero: *Yeah, I know, but it's hard.*
17. Ms. Gunn: You can try though.
18. Tero: *Yeah. (listen to tape) "It was an Embassy school."*
19. Ms. Gunn: That's right. You can guess if you don't know how to spell it, like you did before.
20. Tero: *I know. (listen to tape) What is that "industrial" or whatever?*
21. Ms. Gunn: "Industrial world" is a way of talking about people who work in factories. So most of our students here, their parents work for GM, FORD, and Shell.
22. Tero: *Yeah. Like car companies.*
23. Ms. Gunn: Yes, right, but there are other kinds of factories too. OK, so now Tero, before I have a heart attack, do we say, "them families"?
24. Tero: *(laughs) No. "Their."*
25. Ms. Gunn: Right and with families? What happens to the "y"?

26. Tero: *"Y" changes to "i".*
27. Ms. Gunn: Right. And add "es". (listen to tape) "They came from embassies." Do you know what "an embassy" is?
28. Tero: *I don't know.*
29. Ms. Gunn: You've probably been to the Finnish embassy in Bangkok to get your visa.
30. Tero: *Oh, I know. There is Finnish people there.*
31. Ms. Gunn: That's right. (listen to tape) OK. A person who works for the Embassy is an Ambassador.
32. Tero: Yeah. (listen to tape)
33. Ms. Gunn: "Had to leave."
34. Tero: *Oh. (listen to tape)*
35. Ms. Gunn: Can you understand that part? About "education"?
36. Tero: *Is it like, "school"?*
37. Ms. Gunn: Well, yes. It's a little different for you as I think when your Dad is finished here you are going back to Finland, right?
38. Tero: *Yeah.*
39. Ms. Gunn: Well, for example, my son, when I leave here maybe I will go to China. My son can then go from our international school here to an international school in China and not miss anything.
40. Tero: *But I think my Dad is going to go to America or something.*
41. Ms. Gunn: Oh. Well if you are not going back to Finland then this idea is important to you.
42. Tero: *But we will go back to Finland first, then move.*
43. Ms. Gunn: Oh. (listen to tape) OK. It was ...
44. Tero: *"Quite."*
45. Ms. Gunn: Yes, he likes that word. (listen to tape) OK. Our school is very small right now so the high school students don't have that many courses to choose from, for example there are only two English classes and one history class.
46. Tero: *Oh. (listen to tape) Yeah, I don't know if this is right.*
47. Ms. Gunn: That's OK, you were working on the word. Now this is partly my fault because we didn't practise this after the other interviews. And this is telling me that we really need to practise. "What facilities your old school have?" What are you missing here?
48. Tero: *Ah, wait a minute.*

49. Ms. Gunn: You need your helper.
50. Tero: *Ah, I don't know.*
51. Ms. Gunn: "Did."
52. Tero: *Oh, yeah, "did". (listen to tape)*
53. Ms. Gunn: OK. "Couple", well that's a good guess! And "courts".
54. Tero: *Oh no, it is here, "a big soccer ball field".*
55. Ms. Gunn: OK. He said, "a big soccer field, a combination soccer and soft ball field."
56. Tero: *Oh. Not "soccer ball field"?*
57. Ms. Gunn: This was a good guess though. Do you know what "combination" means?
58. Tero: *Is it like ... where ... I don't know.*
59. Ms. Gunn: We have a combination class. I have both grade six and seven students here now.
60. Tero: *Oh yeah.*
61. Ms. Gunn: OK. So do you have any other combination classes?
62. Tero: *Ah, no. Oh – Art and activity.*
63. Ms. Gunn: OK. (listen to tape) "Indoors and Outdoors".
64. Tero: *Is it like this is "indoors"?*
65. Ms. Gunn: Yeah. (listen to tape) This one was good. Let's not worry about all the school names in here, but this time I really want you to go back and work on some of these spelling mistakes.
66. Tero: *I know.*
67. Ms. Gunn: Do you have any questions?
68. Tero: *No, just what that assignment tonight?*
69. Ms. Gunn: OK. I'll put it on the board again.
70. Tero: *Thanks.*

1. Ms. Gunn: OK. Tero, let's start with your journal this time. So you said it was very fast, and you think you have to do it again?
2. Tero: I don't know. I think it's a little bit short.
3. Ms. Gunn: Ah, no, I don't think you have to do it again.
4. Tero: Oh.
5. Ms. Gunn: Let's just talk about how to make it longer next time.
6. Tero: OK.
7. Ms. Gunn: (reading from journal) "Now I know what he usually does on holidays, but it was short." Well, OK. Let's look. How short is it?
8. Tero: I don't know. I think it's just little bit short.
9. Ms. Gunn: Other than the fact that it was short is there anything else you can tell me about this? What was good? You said you found out what he does on holidays, but what else about yourself in this interview?
10. Tero: I wasn't nervous at all.
11. Ms. Gunn: That's good. OK. Well let's listen. (listen to tape) OK. This was good here. You were listening and getting extra information.
12. Tero: Yeah.
13. Ms. Gunn: But here, what is this?
14. Tero: "Chart."
15. Ms. Gunn: C- a- a -r-t?
16. Tero: C -h- a- r- t. I spell fast.
17. Ms. Gunn: "Chart?"
18. Tero: Yeah.
19. Ms. Gunn: Oh. He said "I'm taking a little time."
20. Tero: "Time"? I heard "chart".
21. Ms. Gunn: "Chart"? What did you think he was talking about?
22. Tero: You know, chart flight. Not expensive.
23. Ms. Gunn: Oh! OK. A charter flight to the US. That was good thinking but this phrase "I'm taking a little time" means that he is taking some of his holiday time to go to the States instead of working like he usually does.
24. Tero: Oh.

25. Ms. Gunn: OK. And he is going to see his daughter who is in college. Remember college is a place you can go to after high school? College and University?
26. Tero: Yeah. I know. (listen to tape)
27. Ms. Gunn: It's Up State New York on the Canadian border.
28. Tero: I think he told me before.
29. Ms. Gunn: Yes, I think he did in interview one or two. I corrected it then too! (laughs)
30. Tero: Yeah! (laughs) (listen to tape)
31. Ms. Gunn: Let's look at these three words: believe, guess and believing.
32. Tero: Yeah, they are wrong.
33. Ms. Gunn: They are what he said, but your spelling is incorrect.
34. Tero: OK.
35. Ms. Gunn: And this one, "That's a long time back".
36. Tero: Oh. (listen to tape)
37. Ms. Gunn: OK. This is really good Tero that you explained to him why it was so short.
38. Tero: Yeah.
39. Ms. Gunn: But I want to ask just one thing here. He's telling you he's going to Up State New York. What could you have done here to get more information?
40. Tero: Not why, I know that.
41. Ms. Gunn: Yes, not a why question. OK. If I say to you, "I'm going to Canada for Christmas."
42. Tero: There you can ask "Why?"
43. Ms. Gunn: Yes, you can but let's say I've already told you I'm going to see my friends, if I just say I'm going to do something.
44. Tero: "When?"
45. Ms. Gunn: Yes, when is a good question.
46. Tero: "How?" But that's a little bit silly.
47. Ms. Gunn: Yes, but maybe I'm going to swim or walk! OK. You tell me what you are going to do over Christmas.
48. Tero: We are going to Phi Phi or Phuket.
49. Ms. Gunn: OK. What are you going to do there?
50. Tero: I don't know, swim.
51. Ms. Gunn: That's what you could have asked him.
52. Tero: Oh, yeah.

53. Ms. Gunn: So, here you could have asked for more information. But I really liked how you explained here. You ended the interview on a very good note.
54. *Tero*: I know.
55. Ms. Gunn: Do you have any other comments or questions?
56. *Tero*: No.
57. Ms. Gunn: OK. Thank you.

1. Ms. Gunn: I'd like to start with your last journal entry first.
2. Tero: *Oh. Where is it?*
3. Ms. Gunn: OK. (reading from journal) "Interview # 5 went very well, but it was a little bit short. I think I made just a few mistakes there. I did well with those questions and I could do better with those follow-up questions."
4. Tero: *Yeah.*
5. Ms. Gunn: That's good. So this one you felt better than the last one?
6. Tero: *Yeah. Like here. He said, wait, where is it? Here. "What did you do there?" He said, "A hockey game." I would say, "What hockey game?" Or something.*
7. Ms. Gunn: Good. So you were listening very carefully?
8. Tero: *Yeah. But I forgot a few things.*
9. Ms. Gunn: Yeah? Well, that happens. I noticed when I was listening that he asked you some questions.
10. Tero: *Yeah.*
11. Ms. Gunn: How did that make you feel?
12. Tero: *Oh. A little bit surprised. I think maybe he was in a good mood.*
13. Ms. Gunn: How about you – were you in a good mood?
14. Tero: *Oh yeah.*
15. Ms. Gunn: Well, that's good. First, before we listen. are there any problems you want to ask me about first?
16. Tero: *No.*
17. Ms. Gunn: No? OK. (listen to the tape) OK. "It was very beautiful". You know how to spell that!
18. Tero: *Yeah, I know.*
19. Ms. Gunn: (listen to the tape) Here?
20. Tero: *Yeah, I know, dive or something.*
21. Ms. Gunn: "Deep Sea."
22. Tero: *Oh yeah "deep sea".*
23. Ms. Gunn: You know what that is?
24. Tero: *Yeah. Like mask*
25. Ms. Gunn: And you have tanks. You go under the water. The other thing is ... (student interrupts)

26. Tero: *I know, "snorkel", but I don't know how to spell it.*
27. Ms. Gunn: But you know what snorkel is, you're on the surface.
28. Tero: *Yeah I did that. (listen to the tape) I haven't done that scuba.*
29. Ms. Gunn: Well, you're old enough now. You have to be 12.
30. Tero: *No, 15. I don't know, but there was 15.*
31. Ms. Gunn: Oh. 15. So you're not old enough. (listen to the tape) "Daughter who's in ..." (waiting for Tero's answer)
32. Tero: *"College".*
33. Ms. Gunn: Yes. Let's just go back to, "How was there?"
34. Tero: *Oh.*
35. Ms. Gunn: That's OK. He knew what you meant.
36. Tero: *Yeah.*
37. Ms. Gunn: But what's a better way of saying that?
38. Tero: *Ah I don't know. "How went there?" or something.*
39. Ms. Gunn: Well, if you use "How went there" probably he'd say, "by plane."
40. Tero: *Oh.*
41. Ms. Gunn: Instead of using "there" you can say, "How was it?"
42. Tero: *Oh. "How was it?"*
43. Ms. Gunn: Or "How was America?" (listen to the tape) OK. "Figure skating"
44. Tero: *Yeah I know that but I don't know how to spell.*
45. Ms. Gunn: Well, we're going to have to get you to start trying to spell. (listen to the tape) OK. Do you know what a "dog-sled ride" is?
46. Tero: *I think I know. It's like dogs pull that.*
47. Ms. Gunn: Yes. And across the "frozen lake".
48. Tero: *"Frozen"? What's that? Oh yeah I know.*
49. Ms. Gunn: Because of course you can't take dogs on regular lake. (listen to the tape) OK. Let's just stop here for a minute. "I was only there 8 days, but my family ..." (waiting for Tero to answer)
50. Tero: *"Was there."*
51. Ms. Gunn: Yes. Now. You went into your next question, which was OK but what could you have said here?
52. Tero: *I don't know. Something.*
53. Ms. Gunn: So why do you think he was there 8 days and his family was there 3 weeks?

54. Tero: *He had work to do.*
55. Ms. Gunn: So you already knew the answer?
56. Tero: *Yeah, so I didn't ask. He told me before.*
57. Ms. Gunn: (listen to the tape) OK, this is a "gift certificate to a fondue dinner." Do you know what a "fondue" is?
58. Tero: *Uh no.*
59. Ms. Gunn: "Fondue" is, actually I'm going to let you do this for homework because it's very popular and many people will know the answer.
60. Tero: *OK.*
61. Ms. Gunn: (listen to the tape) "You"?
62. Tero: *"You've." Yeah. (listen to the tape)*
63. Ms. Gunn: OK. "The first ones were awful short." Now, he doesn't mean awful as in bad. We sometimes say things like, "pretty short, awfully short". It doesn't mean this was "awful, do it again", it means "very short".
64. Tero: *Oh. OK.*
65. Ms. Gunn: You're right, this was a little short.
66. Tero: *Yeah.*
67. Ms. Gunn: But, as you say, you didn't want to ask some questions because you knew the answer. OK. Just a few little mistakes here. But this is not the tape. This is the difference. In your writing there are some mistakes but on your tape they are not there. And this goes back to you being in such a hurry all the time.
68. Tero: *Yeah.*
69. Ms. Gunn: OK. I'll put your journal entry on the board. Anything else?
70. Tero: *No.*
71. Ms. Gunn: OK.

1. Ms. Gunn: OK. Tero, first is there anything you want to say to me about this?
2. Tero: *No.*
3. Ms. Gunn: Just jump right in?
4. Tero: *Yeah.*
5. Ms. Gunn: OK. (listen to tape) "It was very pleasant."
6. Tero: *Oh. That mean "good"?*
7. Ms. Gunn: Yeah. (listen to tape) Do you know what he's saying here? He had to get a new ...
8. Tero: *"Visa"?*
9. Ms. Gunn: Yeah. Do you know what a "visa" is?
10. Tero: *Is it like a credit card?*
11. Ms. Gunn: Well, yes that's one meaning but because we weren't born in Thailand we have to have visas to live and work here.
12. Tero: *Oh yeah. But we get our visa in Bangkok.*
13. Ms. Gunn: Yes, but Mr. M is on a different kind so he had to go to Malaysia. (listen to the tape). It's just across the border.
14. Tero: *Oh yeah.*
15. Ms. Gunn: There's an imaginary line between countries. What countries border Finland?
16. Tero: *Sweden, Norway and Russia.*
17. Ms. Gunn: OK. (listen to tape) "Was there fun?" That's what you said, but is there a better way to say that?
18. Tero: *I don't know – "How was there?"*
19. Ms. Gunn: Yes, but also "Was it fun?" (listen to tape)
20. Tero: *I couldn't hear here because Mr. S. came in and opened and shut the door.*
21. Ms. Gunn: Yes, you're right. It's really hard to hear. Can you remember any of what he said here?
22. Tero: *No.*
23. Ms. Gunn: But at the time did you understand?
24. Tero: *I think so. It wasn't interesting so I forget.*
25. Ms. Gunn: OK. (listen to tape) You've got it. "Split up". What does it mean?
26. Tero: *I go one way you go another.*

27. Ms. Gunn: That's right. (listen to tape) "A pair of ..."
28. Tero: *"Pants."*
29. Ms. Gunn: "Underpants." (listen to tape) Is this "sator" a Finish word?
30. Tero: *No. I don't know what it is.*
31. Ms. Gunn: He said "to each other." (listen to tape) "Jessons" sounds very close but it's Saint John's. (listen to tape) He said "that's tricky" not "Turkey".
32. Tero: *What means this "tricky".*
33. Ms. Gunn: It means it's a hard question.
34. Tero: *Oh. (listen to tape)*
35. Ms. Gunn: I want you to look up how to spell interesting. Here he said, "It seems the pay there isn't very good".
36. Tero: *What that mean?*
37. Ms. Gunn: "Pay" means that I will give you money for doing a job. So if the pay isn't very good it isn't much money.
38. Tero: *Oh. (listen to tape)*
39. Ms. Gunn: Was this an extra question?
40. Tero: *Yeah.*
41. Ms. Gunn: Well, let's just listen to that again, because it sounds very natural and was a good addition.
42. Tero: *Yeah, I know. (listen to tape)*
43. Ms. Gunn: There was no pause. It was a really good example of good listening and good follow-up. (listen to tape) OK. Let's look at this.
44. Tero: *He doesn't speak clearly.*
45. Ms. Gunn: He said he likes the food.
46. Tero: *Oh. (listen to tape)*
47. Ms. Gunn: OK. "I don't know where are you from" but it should be...
48. Tero: *"I don't know where you are from." (listen to tape)*
49. Ms. Gunn: This is a really good guess. You sounded it out. But he actually said, "up to a point". (listen to tape) OK. He seems surprised at the end. Why do you think he was surprised?
50. Tero: *I don't know. He wanted more questions maybe.*
51. Ms. Gunn: Yeah because you asked about travelling and he told you a number of countries that you could have asked about.
52. Tero: *I know.*
53. Ms. Gunn: So, why didn't you?

54. Tero: *I don't know. He ... he was angry.*
55. Ms. Gunn: Angry?
56. Tero: *No, not angry... not fun.*
57. Ms. Gunn: Hmm. Can you tell me more?
58. Tero: *No.*
59. Ms. Gunn: Well, you have your journal entry to do this weekend. Maybe you can tell me about it there. Any other comments?
60. Tero: *No.*
61. Ms. Gunn: OK. Please don't forget to make note of these grammar and spelling mistakes.
62. Tero: *OK.*

Appendix I: Journal questions

4 Sept. 98	Write about your practise interview. How did it feel to be the interviewer? How did it feel to be the interviewee? What do you think about the interview project?
7 Sept. 98	Write about interview # 1. How did you feel? Write about your interview.
9 Sept. 98	Compare your interview to the interviews we listened to today.
14 Sept. 98	Write about listening and correcting the tape with Ms. Gunn. How did you feel? What did you learn?
29 Sept. 98	Write about preparing for interview # 2. How do you feel about the topic and your questions? Why are some questions "OK" to ask and others are not?
1 Oct. 98	Write about practise interview # 2. Did you make any mistakes? What were they? Why do you think you made these mistakes?
5 Oct. 98	Write about interview # 2. Do you think you made any mistakes? What were they? How do you feel about interview # 2?
13 Oct. 98	Look back to entry #7 to the mistakes you thought you made. Compare your ideas to the mistakes you and Ms. Gunn discovered when working together. Write about the mistakes you actually made. Why do you think you made these mistakes?
26 Oct. 98	Think about what you've talked about with your interviewee so far. What do you want to ask about this time? Write down some topics.
2 Nov. 98	Write about interview # 3. How did it go? How did you feel? Did you make any mistakes?
5 Nov. 98	Finish the sentences: <ul style="list-style-type: none"> • At the beginning of this project I felt.... • Now I feel..... • I have learned..... • Things that are helping me learn..... • Things that are not helping me learn.....
10 Nov. 98	Look carefully at the mistakes (not just grammar mistakes!) you made in Interview # 3. Write about them in your journal and show how to correct them. Write about how you could have improved Interview #3. Write about the good things in this interview.

24 Nov. 98	Write about your practise interview. What did you do well? What do you need to improve?
1 Dec. 98	Write about the good points and bad points of Interview # 4.
3 Dec. 98	Look carefully at the interview corrections we made together. Write your mistakes and corrections in your journal. Write about what surprised you when listening and correcting with your teacher.
13 Jan. 99	Write about your expectations of interview # 5. How do you think it will be? Why?
18 Jan. 99	Write about interview # 5. What did you do well? What could you have done better?
25 Jan. 99	Look carefully at the interview corrections. Write your mistakes and corrections in your journal. Write about the good things too.
4 Feb. 99	Finish the sentence: I think interview # 6 will be _____ because _____.
5 Feb. 99	Write about the purposes of this project in your journal. Which purpose is the most important for <u>you</u> ? Why?
9 Feb. 99	Compare Interview # 6 to one of your last 5 interviews. What was good about Interview # 6? What needed improvement?
12 Feb. 99	Think about what your interviewee said about your interview. Do you agree? Why or why not? How do you feel about what he/she said about you?
15 Feb. 99	Look carefully at the corrections we made to interview # 6. What were your mistakes? Why do you think you made these mistakes? Look at the good points of this last interview. Write about them. How do you feel now that the project is finished?

Appendix J: Su Nam's journal entries

4 Sept. 98	I interview with my partner. It was easy but I have cold so he couldn't heard me easily. My feel was not very nervous just comfortable because of I think my partner is my friend but if I interview with Mr. R. I will be nervous. I think interview project is good to learn English because I may be speak to someone easily and maybe I won't be nervous when I speak to someone.
7 Sept. 98	I interview with Mr. R. First time my felt nervous but about 1 minutes later my felt comfortable and I think I said wrong words but I didn't care. I think he was comfortable. It was easy. I can do next time easily.
9 Sept. 98	Those interview was very good. I like it and the interview makes Ms. Gunn happy I think. I think mines not very good. I said some of wrong words because I was nervous (but not really). I didn't test and I didn't say date when interview started. They asked, "Why or why not?" but mine is not. I can do next time like they.
14 Sept. 98	Ms. Gunn and I checked my work and I have some of mistake. I felt nervous when I listen to radio because I think I have mistake. Yes, I do. I have mistake last part but Ms. Gunn said I did good job so I was happy. I didn't write some of the words so I write with Ms. Gunn and I couldn't read my notebook because I wrote very messy.
29 Sept. 98	I felt nervous about topic because I didn't have idea about "HOME COUNTRY" but it is good topic I think. I have to learn about another country so I can make question easily next time. Some question is OK because it is simple but some question is not - if it is about Prime Minister or like that.
1 Oct. 98	It was easy and I felt comfortable like same as last interview. I think I had mistake but I don't know what they were. I think I have mistake because I think I say faster than last interview and I didn't want to record the tape because it makes me nervous at first.
5 Oct. 98	I think it was better than last interview. It was good.

13 Oct. 98	It was good when I worked with teacher Ms. Gunn and she recorded the tape again for she won't forget. We talked about my interview. She asked to me why does not Mr. R doesn't understand some words. I think because I study with Ms. Gunn long time and she knows my sound. I think my big mistake is my sound and my second mistake is I didn't put "s" on words and my words spell is not correct because I wrote faster and faster.
26 Oct. 98	We talked about Mr. R. and his country for 2 months and I want to ask him about ISE school or about how much does he know about family.
2 Nov. 98	This interview was okay, but I didn't listen to Mr. R. carefully so I have mistake. And I forgot to make information questions and this time I just asked questions what I wrote in the notebook. I think my first mistake was I didn't put sentences together but it was not bad because I was not nervous. I can do next time better.
5 Nov. 98	At the beginning of this project I felt very nervous because it was my first project like this. Now I feel comfortable because I've done interview 3 times. I have learned I can speak with foreigner in English and if I speak with foreigner I won't get nervous. Things that are helping me learn I can speak with another people not just Ms. Gunn Things that are not helping me learn: I don't know. I don't think I have.
10 Nov. 98	My mistake is "a" and the sound. I knew that Mr. R. said "a" but he said very quickly so I couldn't hear him and if he says "look forward to it" I though he said, "Before too." And I didn't write the sentence carefully find=fine because the sound is same and I had like this mistake late = rate. I think if I want to improve interview 3 use my information and imagine.
24 Nov. 98	My partner and me were talking about "holiday". I think I asked him follow-up questions, and we used another topic and I didn't ask just "why" I asked long questions but I need to listen to interviewee carefully. I asked my partner, "What, what?" My partner asked me why so I asked him why too.

1 Dec. 98	The good things are I asked follow-up questions and I felt very comfortable but bad things are when I was doing interview Mr. M. came with his students so I couldn't hear my voice clearly. I tested first time!!!
7 Dec. 98	When I checked with Ms. Gunn I could hear Mr. R. 's voice more clearly. Maybe I don't want to do interview checking because it makes me feel nervous. My mistakes are past tense. He was talking about past tense but I wrote down present tense "had" = "have" and so on. I think I didn't listen to the tape carefully. Great = very hard. When I checked with Ms. Gunn I surprised for I hear Mr. R. 's voice more clearly.
13 Jan. 99	I think I will be easy and better same as last interview but I will try. Because I didn't have any topic and I change topic vacation to Christmas but I have many extra questions. And I will try harder it's last interview with Mr. R.
18 Jan. 99	Interview number 5 was easy but I think I just ask him questions and it was very short. I've done better thing is I feel very comfortable.
25 Jan. 99	I had mistakes they were my spell and put "s" but don't correct them because Ms. Gunn and me correct already. "New Zealand" - I didn't write big "N". I was happy about it because I thought it was short, but it wasn't.
4 Feb. 99	Finish the sentence: I think interview # 6 will be interesting because Dr. G. is a fun person and he talks so much.
5 Feb. 99	I choose "to know more people" because I don't know about people I didn't met teacher except ESL and Math so I want to know about more people.
9 Feb. 99	It was best interview (I think) because it was the longest interview and I asked many extra questions but need is say the questions clearly.
12 Feb. 99	My interviewee was Dr. G. and it was good and I agree about it because I felt very comfortable except first time. Because he is very funny and kind and I know him well and I was so happy about Dr. G. gave a high scores.

15 Feb. 99	I made very few mistakes (Ms. Gunn said) and my mistakes were kind of last interview because I want to finish interview writing quickly as I can and I write so fast. My good point was Dr. G. said I'm a good interviewer. I'm so happy. I don't want to write again. I want to talk to interviewee, but I don't want to write again!
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Appendix K: Jean's journal entries

4 Sept. 98	I feel it is fun and interesting. I didn't some questions and I ask a question is "How many children do you have?" It good because it funny and interesting for me. I think interviewing is funny and it can help your English. You can ask some questions you don't know about our people.
7 Sept. 98	When I went into Mrs. L's classroom, we sat on the floor and I asked questions. I feel so nervous. Mrs. L. has been to a lot of countries. She spoke fast but not so fast, and not clear.
9 Sept. 98	I don't know. Because I didn't listen to my's. Maybe my interview is bad. I didn't test my tape and I didn't say the date. But Mrs. L. answered a lot of sentences.
14 Sept. 98	My interview's questions some are bad and some are ok. I write the answers are not very well. Some of them I didn't write all she says, and a lot of them I forget to add "s", "have" or some little words in the sentences. I didn't write very neat, and I think it messy. I must be very careful at Interview # 2.
29 Sept. 98	I think the topic and questions are fine. Some questions are ok because you just say, "What is your name?" or something. Some questions are not, ex, "How old are you?" (For the people like Ms. Gunn! Ms. Gunn this is just a joke). If you ask the answer over and over again, ex. "Do you like animals? Why? Why? Why?" they maybe will be a little angry and boring at you.
1 Oct. 98	Yes, I did a mistake and I question is, "Which place do you want to visit in Thailand?" And I said, "Which place do you want to interview in Thailand?" I think what I did that mistake is because I were interviewing and I changed the "visit" to "interview".
5 Oct. 98	I make a mistakes. When I was saying the date I forget what day is today and I think a lot of time. I feel the interview # 2 is easier then the interview # 1, but Mrs. L. didn't say a lot of answers.
13 Oct. 98	The mistakes I made is France. I said French. I think in the question # 10 to question # 11. I think # 11 it must use Why, How, What, you can write or ask., Did you go out with them? Where did you go or why not? If she says yes and she say I go to with them then you ask, What kind of place is that? It is fun, why not?

26 Oct. 98	Ask about what is she doing in her free time. Ask about when she was a girl.
2 Nov. 98	First I forgot to say the date and now I'm not that nervous. Maybe I make some mistakes but it a little bit longer then last time.
5 Nov. 98	At the beginning of this project I felt nervous and excited be that was my first interview and I didn't know Mrs. L. very well. Now I feel not so nervous because I knew her well but sometimes I'm excited, like in interview # 3, the last question was, "What's the difference between bird and fly? I have learned how to make some new sentences. Things that are helping me learn to talk more and don't be shy. Things that are not helping me learn is don't review the interview first.
10 Nov. 98	I think why I did it, is I forget or something else, but just I forget. Why I said that but at 2 it say which kind of book do you like best? Why? but I skip Why and the question after. because she already say that in the question 1.
24 Nov. 98	I did all some extra questions. I think I need to speak louder so the interviewee will listen care.
1 Dec. 98	I think I've added some questions in it and sometimes you'll hear some space between Mrs. L.'s answer and my question. (Because I'm thinking of a question)
11 Dec. 98	My mistakes is some missing word or Mrs. L. said to quick that I didn't hear it. Some authors' names and the books names that I didn't know. I'm surprised I can listen and understanding that Ms. Gunn is saying when we correcting.
13 Jan. 99	I think that will be fine because some questions that maybe she, Mrs. L., will answer some questions that's after.
18 Jan. 99	Again, I forgot to said date. This is the 5th time, so I can't think about any questions.
25 Jan. 99	Some of my mistakes are grammar that I forgot. I don't know why I jump this question to that question. And I can't think of any good things in my interview.
4 Feb. 99	Finish the sentence: I think interview # 6 will be asking about herself because I don't know her.

5 Feb. 99	To not get nervous, because every time I get nervous when I am talking to people.
9 Feb. 99	My interview is longer then other interviews (I think). In interview #6 I said, "Where ' <u>did</u> ' you 'went'?" and I'm nervous, but not as nervous as the first time interview.
12 Feb. 99	She said this interview is good. I feel good. I agree because this is the longest interview.
15 Feb. 99	I made some grammar mistakes and some words I didn't know it or write it. I think the good points are extra questions, but just 1 or 2. I feel very good that I can do interview.

Appendix L: Mayumi's journal entries

4 Sept. 98	I felt to be fun and tense when I am a interviewer. I ask some questions to J. I knew she likes Thailand, her hobby, her birthday, and she likes children. I felt fun when I am interviewee, because J. asked me to " How many children do you have?" Of course I don't have any children, I answer it to her. I like interview because I understand about a person who answer my questions. I think I will tense and I will excite my interview on 8 September at 9:50 to 10:15.
7 Sept. 98	I enjoy doing interview with Ms. P. I am fun and tense little. I know about Ms. P. now. Before start interview I talk to Ms. P. Ms. P. said, "To be relax" to me. I think I am relax from that word. Ms. P. is nice. I am surprised about she live in Thailand when she is a child. Can she speak Thai well? I'll may ask it to her at next time. I fail one thing. I don't put cassette in and try to record. I am ashamed after that. But soon I forget it and interview to Ms. P. Do you know what do you get? You just finish to read my journal.
9 Sept. 98	I listen at interview. He listen what interviewee said and ask question about it. I just ask questions to Ms. P., so I am surprised about it. Next time I want to try to do it. He make questions so interview is long than my interview. He do good job. They speak loudly. It is other good thing. I over practise interview like he. I worry about it. I just press play and record buttons, so I am not crazy. Tape or cassette player may be crazy.
14 Sept. 98	I fix my mistakes of interview with Ms. Gunn I think I have many many mistakes but I have few mistakes than what I think. I am surprised. I think mistake is important to learn English. I surprise about Ms. Gunn understand all of the words what Ms. P. says. Why do you understand all of the word? I know it, because your first language is English. I finish to do first interview project. I will do second interview. I want to enjoy to do that.
29 Sept. 98	I think this topic is good and excite, because I understand the another country where I am born (Japan) and I lives (Thailand). I think I can't ask about what do you think about politics of your country, because the people think different idea. If a person says I don't like it, the people who like will be very angry. It is what I mean.

1 Oct. 98	I think I make some mistakes, but I don't know what they are. I feel fun when I am interviewer. I don't use tape recorder, because it makes me nervous, tense and I think I can interview without tape recorder. I interview to my partner and I know about Korea little bit. I know famous place, favourite food and Korea has four seasons.
5 Oct. 98	I think I made mistakes. I read next question, so I say "oh no" and say what I want to say. It is my mistake and I forget to ask about hot spring. My father says me hot spring is famous but I forget. It is my mistake too. I don't tense than interview # 1 this time. I feel fun when I interview to Ms. P. I think this time is better than last time. I may know about New Zealand now.
13 Oct. 98	I actually make some mistake. They are about I forget to ask questions, I read next question and my voice is too small. I make these mistakes because I don't know. I think I look at Ms. P. and go back to see the questions in the note, so I ask wrong question. I try to write right spell next time. I try to ask extra questions more then this time at next time.
26 Oct. 98	I think I want to ask interviewee about how we pass the vacation or holiday because I don't know. I never think of it before, but I think of this topic just now. And I want to talk about something else what I think of. I want to talk about our hobbies more.
2 Nov. 98	I tried to listen to what Ms. P. says and made new questions. I made some mistakes. It was when I made new questions, I said many Ah... or something like that. I thought that I envied about there isn't any snake in New Zealand. I thought I am not too nervous about this interview. I was nervous about tape may finish. The hot spring was famous. It was true. I thought it isn't. I know about New Zealand than before because of my father. I want to interview Ms. P. again.
5 Nov. 98	At the beginning of this project I felt excite and nervous, because I didn't know about Ms.L. Now I feel excited and have fun, because I know about Ms. P. and I can learn many things. I have learned about Ms. P., New Zealand and many vocabulary. Things that are helping me learn listening English and speak English. Things that are not helpful is walkman, the voices sometimes be small, the voices sometimes be big. It is difficult to listen.

10 Nov. 98	The mistakes are spells when I write down the interview and I forget to ask why at the question, "Do you like your university." But I may know what she would answer. I listen carefully to Ms. P., make some questions, try to talk with her and Ms. P. gives me much extra informations of my questions, so I think I can make a good interview this time. I try to make many question, talk and good interview next time too.
24 Nov. 98	My partner is J and we talk about holidays and Christmas. I think I listen carefully to her well and I make some questions well. I think I need to listen carefully more and make some questions. I don't get nervous. Both of us don't believe in Santa Claus, because we see the present that will be given somewhere at house. It's about my brother. He has a big puzzle about Santa Claus, but he knows that's my parents now, because I tell him and he nearly solves a riddle.
1 Dec. 98	I think I enjoy it and ask some follow-up questions. Good points are listen carefully, I think, and I ask some questions about the word I don't know. Bad points are my pronounce of English. I don't know why but I say "study homework" I raise "study" of pronounce. Ah. It makes me headaches. I want to try not do it again. Ms. Gunn I know that you are going to New Zealand for Christmas.
3 Dec. 98	My mistakes are spelling and pronounce. I am surprised when we hear "study" which is bad. I think I ask some extra questions. I try to do my best.
13 Jan. 99	I think it will be fine, because it is 5th time to interview Ms. P. And I think it will be fun because I like to be fun. I don't think it will be sad nor boring, because I will not try to make interview like that, but I may get sad, because it is last time. I think I will try my best . I wonder that the time passes quickly. I worry and want to know (get curious) who I will interview next time.

18 Jan. 99	I think this interview is okay to me. It's fun and good. I try to make it longer. I ask about Beatles. They are 4 people. I know that for sure, but I don't know their names. It's too hard to say and I forget it. I think I asked some (a little this time) extra questions. At first, I don't know why and don't ask me why, but I get little nervous. It's my guess it's because it's last interview. Now I have a question to you. Do you choose people who will be interview with me? It's not a question, it's two questions. If my brother live in the ocean what kind of fish would he be?
25 Jan. 99	My mistake is some of pronounces. And another one is spelling at transcription? (Is it right spell?) I think I make it longer. I try to speak with loud voice. I make some extra question like I write in journal entry # 16. And I listen to Ms. P. I am really sorry to member of Beatles who are killed and shot. I think that are names.
4 Feb. 99	Finish the sentence: I think interview # 6 will be good because I will try my best.
5 Feb. 99	I think all of them are important for me. But I think "to not get nervous" and "to practise our English" are the most important, because if you get nervous, you wouldn't know more people. And if you don't practise or learn your English you wouldn't improve your English.
9 Feb. 99	I think this interview is longer than other interviews. I think I made more follow-up questions, because I don't know about her and I have some topics, not just one, so I can ask many questions. I think last 5 interviews are good, but this interview is most good one. I think I start to get used to interview somebody. I get nervous little. I think I need to improve grammar.
12 Feb. 99	I think I agree, because I think I am relax. I get to be embarrass about what she says. It says about me it's why I get to be embarrass. I am happy that I get 5. What a wonderful student is too exaggerated for me. I learn many thing about Ms. A, Winnie the Pooh and Russia.
15 Feb. 99	I think my mistakes are to speak with small voice, so that makes hard to listen. I don't know why, but maybe I put tape recorder far. I ask many follow-up questions as I can. I think That is my good point. I feel happy that I finish this interview project because I finish it with good interviews.

Appendix M: Tero's journal entries

4 Sept. 98	It was fun to interview my partner because he speak best. I feel nervous when I was interviewing and I feel nervous too when he was interviewing me. I think the interview project will be only a little bit funny because Dr. W. isn't a fun guy.
7 Sept. 98	The interview number 1 went very well. I feel little bit nervous but not much. Dr. W. was good to interview but he didn't understand this question, "Do you like children?"
9 Sept. 98	His interview was better than mine. Because he tested the tape works, but I didn't. He was wake up when Mr. M said the answers to him. I was wake up too when Dr. W. said the answers to me, but not same as he. [Teacher's note: wake up = listening and responding]
14 Sept. 98	Ms. Gunn and I worked over my interview mistakes. I learned to interview in English. Ms. Gunn said she liked my interview. I like little bit going over the mistakes. I was surprised what I said in the tape. I was surprised I said, "Where you are from?" because I wrote Where are you from?"
29 Sept. 98	I think the topic is OK and my questions are OK too. I really don't feel nervous but only little bit. I don't really know why are some questions OK and others are not but I think I shouldn't ask like this, "Do think Bill Clinton did right?"
1 Oct. 98	It was fun interview with my partner because he is fun guy. I didn't feel any nervous. I didn't make much mistakes, but just little bit. I don't think I'm going to made mistakes on real interview with Dr. W.
5 Oct. 98	I didn't feel so much nervous what I feeled in interview # 1. I think I made a few mistakes but I don't what they are.
13 Oct. 98	I wrote on journal entry # 7 I made just few mistakes and I was right. I really made a few mistakes. On the interview # 2 I asked "Do you know polan of America?" I don't know why I made that mistake but I think why I made that mistake because "polan" is near Finish.
26 Oct. 98	I think I will ask interviewee if he want to know about my home country. I want to ask him about Finland. I think I will ask free ideas!

2 Nov. 98	Interview # 3 went much better than # 2. It went well (I think) because I know him well. I feel well not much nervous as much as in # 2 because I know him well. I made just few mistakes - like I couldn't say "facilities".
5 Nov. 98	At the beginning of this project I felt very nervous because I didn't know him well. Now I feel good because I know him. I have learned interview in English. Things that are helping me learn: First do interview then write it on paper. Things that are not helping me learn: Nothing!
10 Nov. 98	The biggest mistake was when I couldn't say facilities, and I didn't know state and Brazil and those. The good things are I learned what embassy means and where Dr. W. had worked.
24 Nov. 98	I did practise interview with B. What did I do well in the practise interview? I did well in those small questions. I need to listen more carefully!
1 Dec. 98	Interview # 4 was very fast so I think I have to do it again. Good things was: now I know about holidays. Bad thing was it is so short.
3 Dec. 98	The mistakes are I don't know "State", "believing" and I wrote wrong. What surprised me were I didn't have to do again and there wasn't much wrong words.
13 Jan. 99	I think it will be very good because this is number 5 and I have practised so I think it will be VERY good.
18 Jan. 99	Interview # 5 went very well but it was a little bit short. I think I made just few mistakes there. I did well with my regular questions but I could do better with those follow-up questions.
25 Jan. 99	Beautiful was only what I spell wrong and there were just few other mistakes but I will write them now: I need "have" in some sentences. New words: Deep sea dive, snorkel, college, figure skating, sled, frozen, gift certificate.
4 Feb. 99	Finish the sentence: I think interview # 6 will be good because I have done 5 interviews before.
5 Feb. 99	The most important is to learn more English because I want to learn more English.
9 Feb. 99	Interview # 5 was much better than Interview # 6 because I am used to an American person.

12 Feb. 99	No, I don't agree what he said because he said I felt nervous, but I didn't feel nervous at all. I didn't like what he said.
15 Feb. 99	There isn't much mistakes, only a few because I was in hurry. I feel very good about the interview project that is finished now because I learn I can speak to English people, but project is much work.

Appendix N: Teacher / researcher journal

Date	Research Notes	Teaching Notes
1 Sept. 98 60 minute lesson.	Explained to students that I will keep their journals and tapes at the end of the year for my Bath studies. *Students were attentive and interested in their interviewees and the whole interview project idea. There was a positive atmosphere in the class.	Introduction to the interview project. Explained what the students would do and answered the students' questions about the project. Students wrote letters to their interviewees asking for interviews (this was a follow-up on Unit 2 in WOW 3 where we studied letter writing.) Told the students who their interviewees would be. Checked letters with students.
2 Sept. 98 60 minute lesson.	Error survey given to students. Students told not to sign their names. Gained information and insight into their perceptions of error. *Students very talkative and <u>all</u> volunteering questions for the list.	Brainstormed ideas for first interview questions. Wrote all ideas on the board. Students corrected others' work as I wrote exactly what students said on the board. Errors noticed: Why you are teacher? Where are you come from? Why you came to Thailand? Do you have any pet? Do you like student?
3 Sept. 98 45 minute lesson	Errors that have not been erased can be documented to check improvement.	Students wrote interview questions in journals. Read questions out loud and corrected together as a class. Students told not to erase their errors - to correct above or beside. Practised taping.

4 Sept. 98 45 minute lesson	<p>If students are comfortable working the tape recorders and speaking on the tapes before their first interviews perhaps this will be one less thing to be nervous about.</p> <p>Students were excited about hearing their voices on tape. Some were a little nervous. It was a very positive atmosphere.</p>	<p>Student practised interviews with each other. Practised taping and putting the tapes in the right way, testing and saying the date.</p> <p>Had to tell the students to "settle down" a few times due to their excitement.</p>
7 Sept. 98 10 minutes.	<p>First three students did their interviews.</p> <p>Other students reactions as students returned from interviews: Was it fun? How was it? Can we listen to?</p>	
9 Sept. 98 45 minute lesson	<p>Reviewed Interview Procedure:</p> <p>Put the tape in the cassette player "A" side out.</p> <p>Don't tape over the last interview.</p> <p>Test to see if the tape is working by</p> <p>a: tape yourself saying "Testing".</p> <p>b: Rewind the tape.</p> <p>c: Listen to the test.</p> <p>Press "play and record" buttons together.</p> <p>5. When the interview is finished press the "stop" button.</p>	<p>Reinforced Science vocabulary: Procedure.</p> <p>Thank you notes to interviewees.</p> <p>Reviewed written vs. oral thank you.</p> <p>Listened to two students' interviews by student request.</p>
10 Sept. 98 45 minute lesson	<p>Students start transcribing their tapes. Part of data collection.</p> <p>Students with "short" interviews finished quickly. Students worked on task for 45 minutes. They seemed interested in what they were doing, i.e., there was no stopping, staring out the window, or talking to each other.</p>	Reviewed journals with students.

14 Sept. 60 minute lesson	Su Nam and Tero both seemed very comfortable talking about their interviews and their mistakes.	Error correction with students. Made notes of grammar / vocabulary errors to review later.
16 Sept. 20 minute lesson.	Mayumi was pleased that she made so few mistakes. Said she was looking forward to interview # 2.	Error correction with students. Made notes of grammar / vocabulary errors to review later.
17 Sept. 20 minute lesson.	Jean was not very comfortable talking about the interview or her errors. Did not transcribe all of the tape. She was very nervous and couldn't explain her errors herself. Recurring error in transcriptions of all students: I been, I done.	Pointed out grammatical errors. Gave lots of reassuring comments. Plan to review present perfect in class.

<p>28 Sept. 20 minute lesson</p>	<p>Example of lack of sociolinguistic competence: "have to" vs. "want to"</p>	<p>Debating with myself whether to have the second set of interview topics be chosen by me or the students and whether all interview topics should be the same. I want the students to start taking responsibility (ownership) of the interviews but I don't want to rush them.</p> <p>Students wrote letters to their interviewees to set up interview 2. Reviewed use of "have to" vs. "want to" or "would like to" when requesting interviews. Asked the students what they thought "have to" means. Does it mean you want to do something or not? All but one student thought it meant you wanted to, that it was the same as "want to". I explained that as a Native Speaker of English, if I read "I have to interview you" I would probably think the student didn't really want to talk to me. I used the example of homework - it's something we have to do, but do not necessarily want to do. The students were surprised and we talked about more polite forms.</p>
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29 Sept. 45 minute lesson	Sociolinguistic Problem: Tero wanted to ask about Bill Clinton (this is during the Monica Lewinsky - Clinton Scandal in the US) The questions were: Do you think Bill Clinton did right? Do you think the ruler of your country is good? Why / why not?	Decided on a compromise. All students will ask about the same topic but the topic will be chosen by the students. Students chose to ask about interviewees' home countries. Reviewed question formation - asking about general topic and then moving to specific questions about interviewee. For example: What kind of food do people eat in _____ ? Do you like (answer from above) Errors noticed: subject-verb agreement. What seasons do your country has? No "do/don't" support. What kind of food people eat in your country? How many season in _____ ? Had a discussion on "safe" questions and questions that may make the interviewee uncomfortable.
1 Oct. 30 minute lesson	Students were in good moods as most had received good grades on their tests that were returned just before interview practise. Some were acting a little silly but stayed on task. Some students starting to use humour in their speech.	Finished interview questions. Practised in pairs. Two students did not want to tape their practise interviews. They were asked to write why in their journals. Focused on subject-verb agreement and question word order.
5 Oct. 20 minute	Two students did interviews and two more go on 6 Oct.	Students wrote thank you notes to interviewees.

6 Oct. 60 minute lesson	All the students wanted to share their interviews with the whole class. Very enthusiastic to do so.	Talked about two interviews in particular. One where the interviewee was very talkative and gave extra information and another where the interviewee gave very short answers. Some of the students said the shorter one was easier because you don't have to write as much. Then we talked about the ease or difficulty of talking to someone who always gives short answers. The students decided that longer answers are actually better because it gives you more to talk and ask about.
13 - 14 Oct. 50 minute lessons		Transcription review with students.
21 Oct. 98 30 minute lesson	Learning strategies are starting to emerge. For example: I don't know why I made this mistake. Maybe because it's close to Finnish. I think my big mistake is my sound. Mr. R doesn't understand some words but because I study with Ms. G for a long time she knows my sound. But people who don't know me don't know.	Reviewed journal entries with students.
22 Oct. 98 30 minute lesson.		Pronunciation and listening practise in class today. One student made a good observation that the students need to speak more clearly to me and to each other in class to help avoid mis-communication in the interviews and when speaking to others.

26 Oct. 98 20 minute	Letters are more friendly in nature - not quite as formal but still polite.	Reviewed letter writing formats. Students wrote letters requesting third interviews.
28 Oct. 98 45 minute lesson	Interviewees responding to letters in friendly, casual manner. Ms. P. sent a riddle: "I will let you interview me if you can answer this: What jumps higher than a house?" Mayumi answered the riddle and sent back another one. "If a duck paddles down the Nile, where did it come from?"	Students discussed their ideas for interview topics. Students reviewed first and second interviews and decided to ask for more information from these interviews. Reviewed "yes / no" vs. "wh" questions and the use of present perfect and past perfect in questions.
29 Oct. 98 60 minute lesson	Observed students' awareness of other students' errors and willingness to help each other. Mayumi was asking questions about the interviewee's university. She kept saying, "your university." For example: Where is your university? How big is your university? etc. Another student asked, "Do we have to keep saying 'your university'? Can't we use it or there?" The students were helping each other and there was a general feeling of interest.	Sitting in a circle the students read their interview questions to the other students. The students and I commented on: grammar mistakes, appropriateness of questions, logical flow of one question to another, overall feeling of interview questions. Reviewed pronouns and when to use "it" and when to use "there".
2 Nov. 98 10 minute lesson	Mayumi rewrote her entire interview after 29 Oct. feedback session. She included "it" and "there" in her questions where appropriate and moved her questions around to flow more logically.	Students quickly reviewed questions for interviews taking place today.

5 Nov. 40 minute lesson	<p>Students transcribing journals today.</p> <p>Interviewee polls given out today.</p>	<p>Three students got out maps to try and find the correct spelling and location of the places their interviewees talked about. In previous transcriptions these same students had left blanks for the place names and had waited for the teacher to tell them and show them the places. Today they did it themselves.</p>
9 Nov. 30 minute lesson	<p>Students transcribing journals.</p> <p>Students starting to take responsibility for work. When Su Nam was asked if he was ready to go over the transcription he said, "Let me check it again first." The other students heard and Tero asked, "Do we HAVE to double check." The teacher answered, "Only if you want to." Other students said they wanted to check their work.</p>	<p>Student-led discussion reviewing the importance of checking work and trying to self-correct mistakes.</p>

10 - 13 Nov. 30 minute lessons		<p>Reviewed tapes and transcriptions with students. The boys' interviews were very short - talked about reasons for this. Tero had fewer question-word order problems. Jean did a much better job this time - complimented her on this and she seemed very pleased with herself. Mayumi also did an excellent job. She deviated from her written set of questions several times and showed she was listening carefully. She was very pleased with herself. She is becoming much more confident and her other teachers have commented on her improved speaking and listening in the mainstream classes compared to last year when they said she wouldn't speak.</p>
23 Nov. 30 minute lesson		<p>Preparing for interview # 4. Wrote interviewees' responses on the board (did not tell students who said what). The interviewees gave some suggestions and ideas on how to improve the interviews. Reviewed the notion of listening to what is being said, and introduced "ad lib". Had students practise ad libbing and moving away from a set of prescribed questions.</p>

24 Nov. 60 minute lesson	Noticed the students imitating answers from interviewees. i.e., Q: How are you? A: Doing fine, doing fine. Also students have started to repeat questions as per interviewees' examples. e.g., Q: What's your best holiday? A: What's my best holiday? Well....	Practised interviews in pairs. Focused on working on follow-up questions to master questions and LISTENING carefully. Talked about starting the interviews and the difference between "How are you?" and "How have you been?" and "How do you do?"
3 Dec. 98 60 minute lesson		Reviewed transcripts with Tero. Started with his journal entry and asked what was good about this interview. Tero answered "I wasn't nervous <u>at all</u> ." Both participants' tone of voice indicate that they are enjoying this interview.
7 Dec. 98 60 minute lesson	Talked with students about the purpose of reviewing the tapes and transcriptions: to help the students learn from both their mistakes and successes.	Reviewed transcripts with students. Students with short interviews worried that they would have to do them again. Talked about keeping a conversation going and how to answer in interesting and appropriate ways.
11 Dec. 30 minute lesson	Reviewing correction worksheet as means of checking students' awareness and ability to correct errors.	Gave students a list of errors from their transcripts. The sentences were taken from Interviews 1 - 4 for all students. The students corrected the sentences individually and we will work with their corrections in Monday's class as Tero was away and he needs to be involved in the discussion. (Sent his worksheet home with another student to be done over the weekend.)

14 Dec. 45 minute lesson	<p>Interesting to note that students were not shy about admitting which mistake they thought was theirs. Some students even remember which interview the sentence came from.</p> <p>*Students are involved in Mainstream classes and cross-curricular activities for the remainder of the this week. School vacation is from 18 Dec.-11 Jan. 99. *</p>	<p>Reviewed correction worksheet on board. Students took ownership of the sentences / errors. Comments heard: "That's mine" "That's from my interview." "I made that mistake." etc.</p> <p>Students did not get all the mistakes corrected but for the most part were able to correct the ones they recognised as "their own".</p>
12 Jan., 1999 45 minute lesson		<p>Prepared for Interview # 5. Wrote letters asking for interviews and brainstormed as a class topics. Students worked on their questions. Reviewed what makes a good interview. Students comments: extra questions, listening carefully and responding to what interviewee says.</p>
13 Jan. 45 minute lesson	<p>Observed students correcting each others' question formation and asking each other to speak more clearly. Students once again imitating their interviewees.</p>	<p>Practised interviews with partners.</p>
18 Jan.	<p>Jean returned form her interview early. She looked very sad and said Mrs. L. seemed to be in a hurry so she didn't talk very much. Jean's a very shy girl, and can easily be made to feel uncomfortable. Interviewee's mood needs to be taken into account in the research write-up.</p>	

19 - 22 Jan.	Su Nam, Mayumi, and Tero had their interviews today. All three came back happy. They had asked their interviewees about their English level and were pleased that the interviewees all said the students had improved.	*Away for the ThaiTESOL conference 21 & 22 Jan. The students will work on their transcriptions with a substitute teacher.
25 Jan. 45 minute lesson	Students seemed very interested in finding out who they would talk to. Sense of excitement about working with someone new.	Worked on transcriptions with students. Started with students' journal entry about their impressions of the last interview. All felt positive but Jean was still a little sad that hers was so short but seemed better today than when she returned last week. Talked about interview # 6. Students put in requests for their interviewees. Asked what they should talk about. Were told to think about ideas and we'd prepare next week.
4 Feb. 45 minute lesson	General response to new interviewees was happiness and enthusiasm to talk to someone new. Discussed purpose of interviews and looking at mistakes. Student comments: "This is not boring like grammar sheets." "I can get to know how to talk to people without nervous." Lots of giggling and whispering today while writing their letters. A reminder that these are 11 and 12 year olds.	Students told who their next interviewee will be. Worked on letters of introduction and interview requests. Reviewed letter writing to ask for an interview. Discussed difference in tone from previous letters to the interviewees from interview 1 - 5. Letters should be friendly but not too informal as in examples from previous letters, "Hi, it's me again."

5 Feb. 45 minute lesson	<p>Reviewed purpose of interviews.</p> <p>Students comments:</p> <ol style="list-style-type: none"> 1. to learn more English. 2. to improve our English. 3. to know more people. 4. to not get nervous. 5. to practise our English. 6. to have fun with our English. <p>The students received their confirmation letters from their new interviewees. The students were very pleased with their responses.</p>	<p>Start preparing for final interviews.</p> <p>Talked about appropriateness of questions - especially for people you don't really know.</p> <p>(A new student joined the class and although she wasn't involved in the interview project she was curious about what some of the other students were doing. That's why the class discussed purposes of the various phases of the project. It was also good from a both a teacher and researcher's point of view to hear the students' thoughts on what they were doing.)</p>
9 Feb. 50 minute lesson	<p>Discussed purpose of practice interviews. Comments from students:</p> <ol style="list-style-type: none"> 1. to not be nervous. 2. to learn what is good / bad. <p>Noted students were very attentive when others were practising.</p> <p>Seemed to really want to help each other make a good interview.</p>	<p>Practise interviews in pairs and worked on follow-up questions.</p> <p>Two students worked together in front of the class. The interview was very short. Discussed reasons why it was so short, i.e., no follow-up questions, no real topic just a list of questions. Second example was much longer. Discussed what was good, i.e., 3 distinct topics with follow-up questions, students listened carefully and ad-libbed.</p>
10 - 11 Feb.	<p>Students interviewing Interviewee # 6.</p> <p>Interviewee # 6 Feedback forms given.</p>	

11 Feb. 60 minute lesson	<p>Discussed purpose of transcriptions:</p> <p>Students comments:</p> <ol style="list-style-type: none"> 1. to write everything down. 2. to not forget. 3. to have a record of the interview. 4. to know new words and spelling. 5. to see / know our mistakes (and good things) 6. to test our listening. <p>Checking purposes with students and using their words to add to respondent validity. The students seem to be enjoying sharing what they think the purposes are and have heard, " I didn't think of that." "Oh yeah - of course that's important."</p>	Students worked on transcripts.
12 Feb. 99 40 minute lesson	<p>Shared the responses from Interviewee # 6. The students were very pleased with what their interviewees had said except for Tero. He didn't agree. He said he wasn't nervous but his interviewee thought he had been.</p> <p>Students displaying their knowledge of strategic competence, and giving examples of some of the strategies they use.</p>	Talked about how people perceive us and how what we think is happening is not always the same as what other people think . Led to a discussion of misunderstandings and how to avoid them: using body language, eye contact, asking direct questions, i.e., What do you think of this?, etc.
15 - 16 Feb.		Students working on transcriptions and reviewing tapes with me.

17 Feb. 99 30 minute lesson	<p>For respondent validity, students were given a letter outlining my impressions of their participation and ideas of this project. The students were told that the ideas stated are <u>my</u> ideas - what <u>I</u> think and may not be right. The students were asked to read and respond honestly and not to worry about what I think about them correcting me or about writing grammatically correct sentences. The students were told that if they couldn't express their ideas in English to write in their own language and I would get it translated.</p> <p>I think the honest feedback I got from the students is a factor of being both their teacher and the researcher of this project. Some students corrected me and put their own ideas in a letter back to me.</p>	
22 Feb. 30 minute lesson	<p>Students given anonymous questionnaires re their perceptions of the RITE technique using a Likert scale.</p>	<p>Reviewed the idea of Likert scales. Talked about how sometimes you don't really like something but have to admit it's good for you. We used the examples like, ice cream, bananas, milk, homework, etc.</p>

Appendix O: Students' feedback after interview three: 11 November, 1998

Su Nam:

At the start of this project I felt very nervous because it was my first project like this.

Now I feel comfortable because I've done interview 3 time.

I have learned I can speak with foreigner, and if I speak with foreigner I won't get nervous.

Things that are helping me learn: When I can speak with another people.

Things that are not helpful: I don't know - I think I don't have.

Jean:

At the start of this project I felt that I will have much more work to do.

Now I feel normal because I know what I have to do.

I have learned how to talk better in English.

Things that are helping me learn is my mistakes.

Things that are not helpful is when I ask question that I listed in my book without listening to the interviewee. I can fix this problem by listening to the interviewee and add more questions.

Mayumi:

At the start of this project I felt excite and nervous, because I didn't know Ms. P.

Now I feel excited and fun, because I know about Ms. P.

I have learned about Ms. P., New Zealand, and many vocabulary.

Things that are helping me learn listening English and speak English.

Things that are not helpful is walkman, the voices sometimes be small, the voices sometimes be big. It is difficult to listen.

Tero:

At the start of this project I felt very nervous because I didn't know him very well.

Now I feel good because I know him.

I have learned interview in English.

Things that are helping me learn: first do interview then write it on paper.

Things that are not helpful-nothing!

Appendix P: Letters to students from Ms. Gunn and students' responses.

Dear Su Nam,

Mar., 1999

Please read my impressions of your performance and involvement in the Interview Project we have just completed. On the lines below, please write back to me and tell me whether or not you agree with what I have said. You can add any extra information you want.

Thank you.

I think you liked talking to Mr. R. and became very comfortable with the interview process. You seemed a little nervous to do Interview # 1, but did not seem nervous at all for the rest of them. You were very relaxed and comfortable talking with Dr. G. in Interview 6, even though this was the first time to interview him.

I think you liked doing the interviews and talking to your interviewees, but I don't think you liked transcribing the tapes. I think you learned that you need to speak more clearly sometimes, and not give up when someone doesn't understand what you have said. You knew when Mr. R. misunderstood your questions, but you usually did not try to reword your questions so that he would understand your question better. I think you wrote honestly in your journal about how you felt about each interview. I think you think making mistakes is OK because you are learning English and you wanted me to show you the mistakes you made.

To Ms. G,

I think you're right (not all). Because I was nervous at first time but sometimes I get nervous too (when I started interviews). I don't think you're right on last sentence. I wanted NOT to have mistakes, but everybody have mistakes.

I liked last interview because Dr. G. was talking a lot. But when I finished first interview it was super long so I didn't want to transcribing the tape.

Dear Jean,

Mar., 1999

Please read my impressions of your performance and involvement in the Interview Project we have just completed. On the lines below, please write back to me and tell me whether or not you agree with what I have said. You can add any extra information you want.

Thank you.

I think this project was very hard for you because you are shy. I think you wanted to talk more to Mrs. L. but you were too nervous. In interview # 3 you made a joke with Mrs. L., but in Interview 4 and 5 you were again very quiet and didn't ask many extra questions. In interview # 6 with Ms. W. you had lots of prepared questions but didn't ask many extra questions.

I think you liked transcribing the tapes because you could learn a lot of new vocabulary when we went over the tapes together. In the first few interviews you made a lot of grammatical errors, but you did not make as many in the last couple of interviews. I think it's very difficult for you to speak to someone you don't know very well but you tried your best. I think it was easier for you to write in your journal about the interviews rather than talk about them.

Dear Ms. G,

Maybe I agree some of the words that you said. I don't know why I'm shy and nervous in schools!! (In Taiwan too!)

In the last interview I have ask one or two extra questions.

Ms. G, how do you know that I'm very difficult for me to speak that people I don't know very well?

But I will try my best when I am in a good mood!

Dear Mayumi,

Mar., 1999

Please read my impressions of your performance and involvement in the Interview Project we have just completed. On the lines below, please write back to me and tell me whether or not you agree with what I have said. You can add any extra information you want.

Thank you.

I think you were very nervous before you started interview # 1 but stopped worrying once you started talking to Ms. P. You repeated misunderstood words slowly and carefully, and you also asked for definitions of words or phrases you didn't understand. You learned to "ad lib" sometimes. You reviewed the interviews very carefully, and asked follow-up questions in the next interviews. You sounded relaxed and confident in most of your interviews with Ms. P. and in Interview # 6 with Ms. A.

I think you liked transcribing the tapes, but did not like using a walkman to do this because the sound level changed and sometimes hurt your ears. I think you liked reviewing the tapes with me and talking about your mistakes and the things you did well in the interview. I think you wrote honestly in your journal and thought a lot about the mistakes and good points of each interview. I think you learned that you really can understand English and that you are starting to speak very well.

Dear Ms. G,

..

I think I agree with you about that I don't like using the walkman and I am relax when I interview Ms. A. and Ms. P. I think I like this interview project because I can learn English and I can know people and many thing. I think Interview # 6 is most difficult to transcribing, because the sounds echo little bit and the sounds level changes. I think I want to interview some people again if I can.

Dear Tero,

Mar., 1999

Please read my impressions of your performance and involvement in the Interview Project we have just completed. On the lines below, please write back to me and tell me whether or not you agree with what I have said. You can add any extra information you want.

Thank you.

At the beginning of this project I think you were a little nervous about talking to Dr. W. You seemed less nervous in Interview 2 and I think you were not nervous at all for interview 3. Interview 4 was very short and I think you were more nervous about what I would say than doing the interview. In interview 5 you seemed very comfortable and relaxed and added extra information to your base questions. Mr. M. seemed to think you were very nervous in Interview #6 but I think you were not able to understand him as easily as Dr. W. so you couldn't ask many follow-up questions.

I don't think you liked transcribing the tapes very much, but you liked talking to me about the mistakes you made and the good things you did in the interviews. You were able to write about your mistakes and think about why you made these mistakes in your journal. You did not have too many grammatical mistakes, but you had some difficulties with pronunciation and making yourself understood. In Interview # 1 when this happened you just gave up but when it happened in later interviews you repeated the word (or words) or tried different words so that Dr. W. understood you.

To Ms. G,

I agree what you said on the first part. In interview # 6 was little harder than Interview 2 - 5. Because I used to talk to an American not Scott. Yeah, I didn't like transcribing the tape at all. I liked to talk about the mistakes with you what I made.

Appendix Q: Students' anonymous answers to initial error questionnaire:

2 September, 1998

1. How do you feel when someone tells you you've made a mistake when you are speaking English?

- Say the correct word again.
- I feel that how can anybody understand when I made mistakes when I'm talking.
- Interested.
- I feel thanks for tell.

2. Do you think correcting mistakes in your oral work is important? Why or why not?

- Yes, it is important. Because if you don't correct your mistakes you will have the same mistakes.
- Yes, I do, because, if I can't speak English well everybody won't understand me what I saying.
- Yes, because you study better if you correct your mistakes.
- Yes, because my English grow well.

3. Do you think correcting mistakes in your written work is important? Why or why not?

- Yes, it is important. Because if you don't correct your mistakes, you won't know how to spell that.
- Yes I do, because, if I get out of ESL it will be many hard work for me if I don't know my mistake.
- Yes, because you study better.
- Yes, because my written work grow well.

4. What do you do when a mistake is pointed out to you by your teacher?

- Correct it.
- I fix my mistake.
- I fix it.
- I correct it.

5. Do you want your teacher to tell you when you've made a mistake? Why or why not?

- Maybe, because I don't know I have mistakes.
- Yes, I do because, if I know my mistakes I will not do that again.
- Yes, because that's help you to speak better English.
- Yes, because I want to know and correct it.

6. When I am speaking English to my ESL teacher, I feel:

- excited (2)
- nervous
- interested
- comfortable (2)

7. When I am speaking English to my friends, I feel:

- excited (3)
- nervous
- comfortable
- interested

8. When I am speaking English to grown-ups I know well, I feel:

- interested (3)
- comfortable

9. When I am speaking English to grown-ups I don't know well, I feel:

- nervous (4)
- uncomfortable (2)

Appendix R: Students' anonymous answers to final error questionnaire:

3 June, 1999

1. How do you feel when someone tells you you've made a mistake when you are speaking English?

- I feel shy but not nervous.
- I feel not very good.
- I feel OK because I'm in ESL class and I think I was little nervous so I could make mistake.
- I think I'll correct it.

2. Do you think correcting mistakes in your oral work is important? Why or why not?

- Yes, so I can speak, read and write English better.
- Yes it is. Because you learn to not make them again.
- I think it's important because it can help me and maybe I will not make same mistake.
- I think it's important because maybe you will remember it and won't do it again.

3. Do you think correcting mistakes in your written work is important? Why or why not?

- Yes, so I won't make the same mistakes again.
- Same as number 2.
- I think so because I don't make same mistake.
- Same answer as number 2. I think it's important because maybe you will remember it and won't do it again.

4. What do you do when a mistake is pointed out to you by your teacher?

- I fix the mistakes.
- I fix it.
- I don't care because the teacher is helping me.
- I'll take it and correct it.

5. Do you want your teacher to tell you when you've made a mistake? Why or why not?

- Yes, I do, but I don't expect to have mistakes in my written work.
- Yes. Because you learn to not make them again.
- Yes because I want somebody to check my mistake.
- Yes, because you can remember it more than when my teacher doesn't tell me (I think).

6. Finish this sentence: I think making mistakes is

- normal, everybody can make mistakes.
- not very good thing to because you lose points.
- not very important because it can help you next time.
- not very good but if you make a mistake you will remember more.

7. Finish this sentence: I think correcting mistakes is

- another way to learn English.
- good thing to do because you learn that way.
- important because I know what was my mistakes.
- good because you won't do the same mistake again.

Appendix S: Students' anonymous answers to final RITE questionnaire

Do not write your name on this paper.

Date: 22 Feb. 99

The activities below are all part of the interview project you have just finished. On the line beside each activity rank each activity from 1 to 5 regarding how interested you were in the activity. 1 is not very interested and 5 is very interested. Rank the activities again this time looking at whether or not you learned anything from it. 1 is you didn't learn anything and 5 is you learned a lot.

A) Interview Preparation:

Interest in this activity: Learned from this activity:

1.	writing a letter requesting an interview	2 2 2 3	3 4 4 4
2.	deciding on a topic	2 2 1 3	3 3 5 3
3.	writing the questions	4 3 3 2	4 4 4 4
4.	practising with a partner	5 4 2 4	5 5 5 4

B) Interviews:

1.	Interview number 1	1 4 2 2	3 5 4 4
2.	Interview number 2	3 4 2 3	4 5 4 4
3.	Interview number 3	4 5 1 4	5 5 4 4
4.	Interview number 4	4 4 2 5	4 5 5 4
5.	Interview number 5	5 3 2 5	5 5 5 4
6.	Interview number 6	5 4 4 4	5 5 5 4

C) After the interviews:

1.	writing a thank you letter	1 2 2 3	4 4 3 3
2.	writing in your journal after the interviews	1 2 1 2	5 3 5 4

3.	listening and transcribing the interviews	3 3 1 2	5 5 4 5
4.	reviewing your transcriptions and tapes with your teacher	5 3 2 3	5 5 5 5
5.	talking about your errors with your teacher	4 3 1 3	5 5 4 4
6.	talking about the good things in your interview with your teacher.	5 4 2 3	4 4 5 5
7.	writing in your journal after talking to your teacher.	1 2 2 2	5 4 5 4

D) I would do a project like this again some day.

No Yes Yes No

Pick the three activities that you think you learned the most from. Explain how they helped you learn.

1. Interview number 5 and 6. Interviewees gave me lots of information and I think they explained easy way.
2. Practising with partner. It helped me a lot because I didn't get nervous and it made me fun.
3. Reviewing my transcription and tape with my teacher. I could check my work and I could find my mistakes.
1. Interview # 2 Because I learn many things and I enjoy this interview.
2. Interview # 6 because I think I ask more follow-up question than before.
3. Practising with partner, because if I did this and I can learn about other my friends.
1. Practising with a partner because practising made me ready for the real interview.
2. Talking about mistakes because I can fix the mistakes.
3. Reviewing transcriptions with my teacher because I'll know what my mistakes are.
1. Doing the interview because it helps you to talk to a stranger.
2. Doing the transcribing because you can get better at listening.
3. Talking to my teacher because I can correct my mistakes.

If you were to do this project again, what would you change?

- I would change the interview easier and funnier because maybe I can do interview more fun and maybe I can use more extra questions.
- I think I would change to ask more questions and get more comfortable.
- I would not be exciting and know what to do.
- I would like to change the interviewee more.

Finish the sentences:

- I liked this project because I learn a lot and it was fun.
- I liked this project because I think I learn more things and know more people.
- I liked this project because the interview wasn't homework.
- I liked this project because you learn a lot.
- I didn't like this project because I had to transcribing the interviews.
- I didn't like this project because I need to transcribe tape with the walkman.
- I didn't like this project because it much work.
- I didn't like this project because you have to do the transcribing.

Other comments (Optional):

- I want to do interview again but I hope we won't have to transcription the interviews.
- I want to do it again because it is fun.

Appendix T: Feedback from interviewees

1. Interviewee feedback after interview three: 11 November, 1998

The interviewees were asked to finish the sentences below.

- At the beginning of this project the student was ...
- After the third interview the student was ...
- I think the student needs to ...

Su Nam:

- At the beginning of this project he was *nervous and hesitant*.
- After the third interview he was *still hesitant in speech but no longer nervous*.
- I think he needs to *try to ad lib a little and not stick so closely to his notes*.

Jean:

- At the beginning of this project she was *very shy and quiet. She read her questions quickly and didn't respond to the answers*.
- After the third interview she was *still not projecting her voice and muddled up her questions. Her questions are still sometimes unclear and need repeating*.
- I think she needs to *project her voice, slow down, respond to the answers*.

Mayumi:

- At the beginning of this project she was *extremely nervous (pushing wrong buttons, etc.) and stilted*.
- After the third interview she was *more relaxed. i.e., moved away, albeit briefly, from her written set of questions*.
- I think she needs to *concentrate on what is being said as opposed to getting ready to come in with her next question. She'd begin a conversation then instead of a question / answer format*.
- *I loved being corrected on cherry blossoms being "cherry" not "apple". That is indicative of how much more comfortable she is with the process.*

Tero:

- At the beginning of this project he was *a bit nervous, but organised*.
- After the third interview he was *far more conversational*.
- I think he needs to *develop follow-up sub-questions to the major questions*.

2. Interviewees' feedback after completing five interviews

Su Nam:

1. Over the course of the five interviews Su Nam's English pronunciation:
 - improved a bit
2. Over the course of the five interviews Su Nam's comfort level:
 - improved a lot
3. Over the course of the five interviews Su Nam was able to ad lib:
 - some of the time
4. Over the course of the five interviews the Su Nam's overall English level :
 - improved a lot

Other comments: (optional)

He gained confidence with speaking as time went on. The last two or three interviews were more "natural".

Jean:

1. Over the course of the five interviews Jean's English pronunciation:
 - stayed about the same
2. Over the course of the five interviews Jean's comfort level:
 - improved a bit
3. Over the course of the five interviews Jean was able to ad lib:
 - none of the time
4. Over the course of the five interviews Jean's overall English level :
 - improved a bit

Mayumi:

1. Over the course of the five interviews Mayumi's English pronunciation:
 - stayed about the same
2. Over the course of the five interviews Mayumi's comfort level:
 - improved a lot
3. Over the course of the five interviews Mayumi was able to ad lib:
 - some of the time
4. Over the course of the five interviews Mayumi's overall English level :
 - improved a bit*

Other comments: (optional)

*If we're considering how she used the language (i.e., she spoke more), I would say "improved a lot". That doesn't necessarily mean that it was grammatically correct though. Does that make sense?

Tero:

1. Over the course of the five interviews Tero's English pronunciation:
 - improved a lot
2. Over the course of the five interviews Tero's comfort level:
 - improved a lot
3. Over the course of the five interviews Tero was able to ad lib:
 - most of the time
4. Over the course of the five interviews Tero's overall English level :
 - improved a lot

Other comments: (optional)

He spoke far less in the beginning, especially before and after turning on the tape. He was talking up a storm, naturally, with humour and relaxed at the end.

3. Interviewees' feedback after interview six: 10 February, 1999

Su Nam:

He was very polite and personable. He clearly put a lot of time into the preparation of the questions.

Jean:

I had fun interviewing with Jean. She did a good job preparing for the interview and asked good questions.

Mayumi:

What a wonderful student! She looked really enthusiastic, arrived on time, set everything up properly. It was a real conversation in which she learnt a lot about me through being relaxed, flexible and full of energy. Well done! Come back and let me tell you more about Winnie the Pooh!

Tero:

I think he was a little nervous and he wanted to get it over with quickly. My answers were perhaps a little short but I also wanted to give him the opportunity to probe me further. He didn't do this very often. Looking back on it I've marked him a bit harshly.

Appendix U: Evaluations of students' oral performance

1. Su Nam:

Evaluators: Ms. S., Mrs. S., Ms. Gunn

Date: March, 1999

Interview 1:

- He made comments in response to answers the interviewee said.
- He tried to add extra information.
- He listened well - sounded a little nervous.

Interview 6:

- The improvement was noticeable.
- Relaxation was much more evident in his delivery.
- Questions allowed in depth responses from interviewee.
- Interview was more complex. Altogether different interview.
- Improved in all areas.
- He remained interested in the interview. He asked follow-up questions.
- He was humorous in asking questions about the interviewee's son and sports.
- He sounded very comfortable, asked and answered questions and followed along with the interviewee (who was speaking quickly).
- *Evidence of risk-taking - lots of interaction / unplanned questions and therefore more grammar errors.

2. Jean:

Interview 1:

- Did not pursue answers that were opened to her by interviewee's responses.
- Stuck purely to written questions.
- Student did not pick out any expansion questions from interviewee's long comments.
- Lots of talking by interviewee but not much interaction by student - question and answer format - did not deviate from planned questions.

Interview 6:

- Student asked the questions in order and repeated some questions instead of understanding a prior answer.
- Sounded extremely nervous, but seemed to be asking more than just what was on her paper.
- Seemed to try to ask for extra information. Did not give up when interviewee did not understand her - kept trying.

3. Mayumi:

Interview 1:

- Voice inflection was affected by and appropriate for the interviewee's responses.
- Somewhat stiff in asking questions.
- She sounded nervous but there are obvious attempts to go beyond her set questions and the question and answer format.

Interview 6:

- She only mispronounced a few sounds.
- Much improved in pace and confidence from first interview.
- She even felt free enough to question interviewee and it obviously was not scripted.
- Much more spontaneous interview overall.
- Confidence much improved. Caused interviewee to be much more relaxed too.
- Student seems to ask many extension questions based on the information from interviewee.
- Interviewee spoke naturally with student.
- Lots of interaction. Can tell when student is listening and commenting on interviewee's speech and when she returns to her set questions.
- She asked for clarification of interviewee's comments. She sounds very natural until she asks her set questions.
- *More outside questions (unplanned) so more mistakes.

4. Tero:

Interview 1:

- Repeats questions when requested, but doesn't reword for better understanding.
- Sticks exactly to written questions.
- Delivery mechanical.
- Did not expand on questions.
- This was short and choppy with not much interaction between the two - basically just question and answer.
- Student tried to clear up misunderstandings but gave up very quickly.

Interview 6:

- Was more relaxed, but still did not follow up on openings he was given for conversation.
- Interviewee asked him questions back, but student did not expand beyond yes / no.
- Student had to repeat some questions in order to be understood.
- Much more interaction between the two.
- Student had to reword many times due to mispronunciations but never gave up - he kept trying.
- *More unplanned questions but still few grammar mistakes.